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ABSTRACT

This document contains data obtained from a pretest survey conducted to test the applicability of the instrument and the suitability of procedures to be used in the survey of secondary-level course offerings and enrollments during the 1972-73 school year. The last comprehensive survey of this nature was taken during the 1960-61 school year. The most notable general developments in course offerings and enrollments in the past decade have been (1) the greater variety of courses offered, (2) the extent to which advanced or college-level courses are made available to pupils in high school, and (3) the offering of traditionally upper level high school courses to younger pupils, particularly courses in mathematics and the natural sciences. Another finding of the pretest is that a multiplicity of short courses have been introduced into the curriculum. (Author/MLF)

PATTERNS OF COURSE OFFERINGS AND ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS 1970-71

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HIGHLIGHTS

Average number of courses.--During the 1970-71 school year, the average secondary school pupil enrolled in 7.1 courses rather than the 6.4 courses reported 10 years earlier.

Environmental education.--Of the Nation's schools, 5.5 percent offered courses dealing exclusively with the environment and its protection. These courses had a total enrollment of 115,000 pupils.

Social sciences.--Within this field, the percentage of total enrollment reported in such specialized advanced courses as economics, psychology, and sociology nearly doubled between 1960-61 and 1970-71.

Biology.--In 1960-61, first-year biology ranked ninth in number of pupils enrolled. By 1970-71, it had risen to fifth place, accounting for over 20 percent of all natural science enrollments.

Foreign languages.--First-year French and first-year Spanish were each reported as being offered by nearly 50 percent of the Nation's secondary schools, while less than 20 percent of the schools continued to offer first-year Latin.

"Survey" courses.--Traditional generalized courses such as 11th-grade English and world history were not as important a part of the curriculum in 1970-71 as in previous years. Such courses are being replaced by offerings answering more specialized pupil interests in the fields of language, literature, or history.

FOREWORD

In recent years secondary school curriculums have changed substantially. The changes in many cases answer the increasing concern of communities and students for a greater relevance in course offerings. The decline in the number of schools offering Latin and the increase in those offering environmental education reflect--in part--this concern.

The National Center for Educational Statistics (NCES) will survey secondary-level course offerings and enrollments during the 1972-73 school year to make curricular data available to educators and other interested persons. The last comprehensive survey of this nature was taken during the 1960-61 school year.

In preparation for the 1972-73 survey, this Pretest Survey of Public and Non-public Secondary School Offerings, Enrollments, and Curriculum Practices, 1970-71, was conducted to test the applicability of the proposed survey instrument and the suitability of survey procedures. Demands for timely statistics have prompted the Office to release as an interim report the information gathered incidentally in the course of the pretest. This report should serve until more definitive statistics become available as a result of the planned full-scale survey.

The Office of Education gratefully acknowledges the cooperation given by the State education agencies and by the schools and school districts selected to participate in the pretest survey. The statistical assistance received from Charles Lauthers of NCES throughout the project and in the preparation of the Technical Appendix to this report is also appreciated. The pretest survey and the collection and tabulation of pretest data were conducted for the United States Department of Health, Education, and Welfare/Office of Education by Applied Management Sciences, under contract No. OEC-0-71-2721.

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INTRODUCTION

The National Center for Educational Statistics of the U.S. Office of Education is issuing this interim report, representing the 1970-71 school year, to meet insistent demands for information on courses being taught in the Nation's secondary schools and the number of pupils pursuing specific studies.

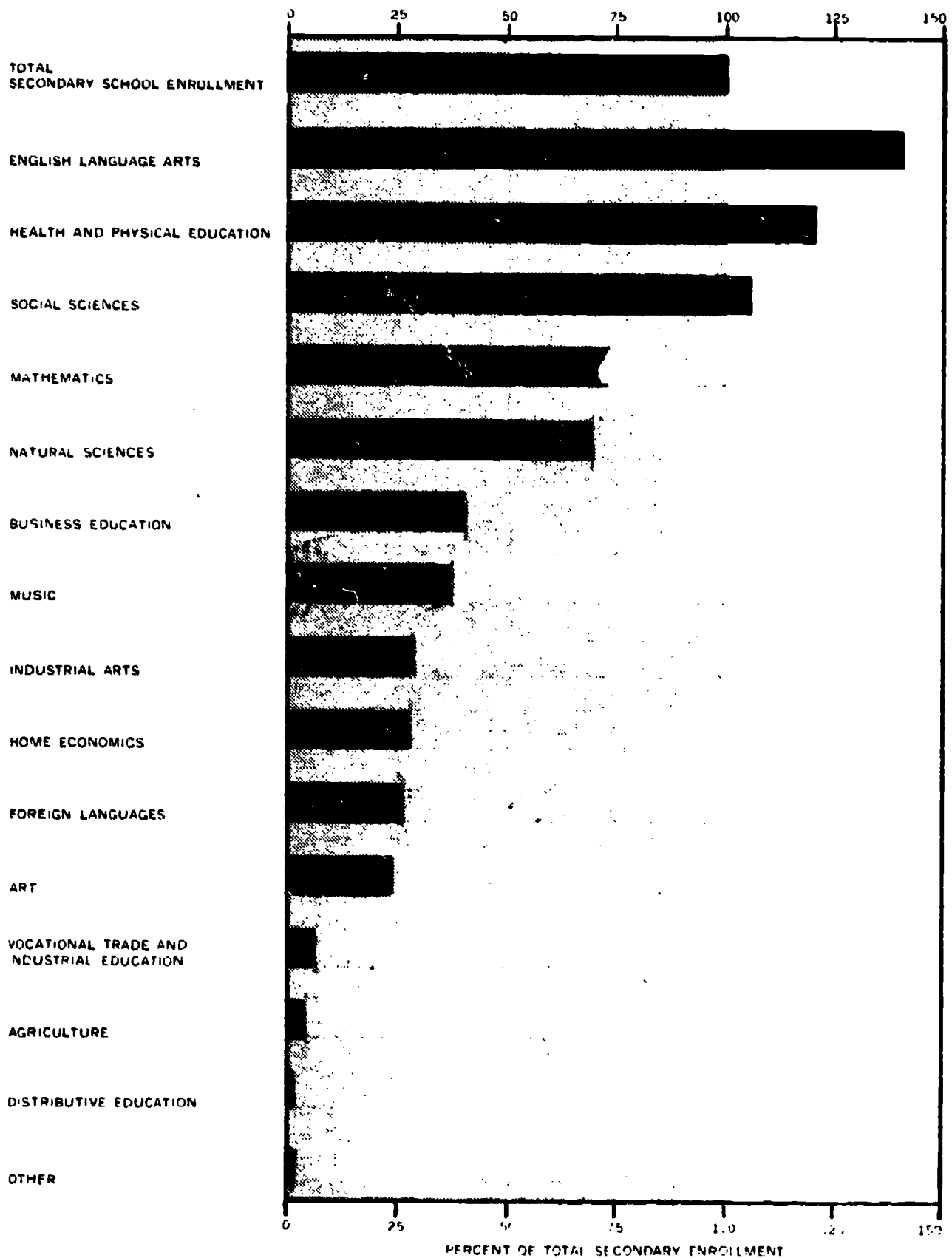
The survey from which the interim report data were derived was not intended to produce statistics for publication. Rather, it was primarily intended to pretest the questionnaire format and survey techniques designed for the full-scale offerings and enrollments survey planned for the 1972-73 school year. Because the small sample pretest of 270 public secondary schools achieved a response rate of about 97 percent and because the data reported were carefully verified and edited, it was decided that usable national estimates could be computed.* If used with care and with proper regard for the sampling variability set forth in the Technical Appendix to this report, these estimates will serve current needs of individuals with curriculum research and planning responsibilities until more definitive figures become available.

Throughout this report, distinctions are made between courses designed to be taught at two general levels of achievement (usually at grade 7 or 8 and at grade 9, 10, 11, or 12) and those taught at specific grade levels. Thus, "grade 7-8" or "grade 9-12" indicates that the course was designed for that general level, but "grades 7 and 8" and "grades 9-12" indicate that the data reported by respondents for separate grade-level courses were aggregated for the total shown. Examples are "U.S. history, grade 7-8" or "grade 9-12" and "Latin, grades 7 and 8" as shown in table 2 and appendix B.

Further explanations of sample restrictions, together with tables of standard errors, are included in the Technical Appendix to this report. We urge the user to examine these carefully when referencing these data. The last full-scale study of course offerings and enrollments in secondary schools was conducted in 1960-61 and the data derived therefrom are now obsolete.

*The pretest survey was conducted by mail questionnaire (OE-2330) from March 31 to June 6, 1971. Cooperation was received from State and local education agencies in addition to the participation of individual schools. About 80 percent of the returned questionnaires were completed at the school level, while the remainder were completed in State education agencies and/or school district offices when these agencies had most of the data on hand. Data in this interim report are based on a canvass of approximately 1 percent of the Nation's 26,282 public secondary schools; consequently, sampling variability may be great where the estimates are small. Certain anomalies of the sample should be recognized, particularly the overrepresentation of schools offering grades 7 and 8 and the underrepresentation of large city schools.

Figure 1.—Course enrollments in each subject area as a percent of total secondary school enrollment: United States, 1970-71



SOURCE TABLE 1
OF NCES

NOTE.—Subject-area totals of course enrollments may exceed the number of individual pupils, since a pupil may enroll in more than one course within a subject area during a school year

ANALYSIS OF THE DATA

Course Enrollments

Estimated course enrollments in the subject areas of English language arts, health and physical education, and social sciences each exceeded 100 percent of total school enrollment. (See table 1 and figure 1.) Such rates emphasize that (1) school authorities almost universally require a course in each of these areas for each pupil, and (2) with short courses and a heightened interest in these areas of study, pupils frequently enroll in more than one course in each area during the period of a school year. In the count of enrollments, these pupils are included more than once--one time for each course in which they enrolled.

In the three subject areas with course enrollments exceeding 100 percent of all 1970-71 secondary school pupils, a large segment of the enrollments was concentrated in generalized grade-specific courses. Enrollment in such courses made up 63.2 percent of all enrollments in the English language arts and 54.1 percent of all enrollments in the social sciences. Graded physical education courses and graded combined health and physical education courses together constituted 78.0 percent of all course registrations in health and physical education.

Mathematics. Within the subject area of mathematics, 35.1 percent of all enrollment was in 7th- and 8th-grade general mathematics. Upper level general mathematics courses represented only 18.3 percent of total mathematics enrollments. The single upper level mathematics course showing the largest enrollment was elementary algebra (16.5 percent of all mathematics enrollment). When totaled together, elementary, intermediate, and advanced algebra courses accounted for 27.7 percent of the course enrollment in mathematics.

Natural Sciences. First-year biology attracted the greatest number of pupils enrolled in the natural sciences, accounting for 21.4 percent of the enrollment in that subject area. The second most popular science course was grade 9-12 general science, representing 13.3 percent of all enrollment in the natural sciences. General science courses enrolled about the same number of pupils as a decade ago; yet, a decade ago they represented 56.6 percent of natural science enrollments, while in 1970-71 they comprised 36.4 percent. This downward trend in general science enrollments is balanced by increases in the more specific areas of earth science and physical sciences.

The 15 courses claiming the highest percentages of pupils enrolled have been ranked from highest to lowest, with comparative rank as of the preceding survey indicated in the following tabulation:

<u>Course title</u>	<u>1970-71</u>	<u>Ranking ^{1/}</u>	
	<u>Percent of pupils</u>	<u>1970-71</u>	<u>1960-61</u>
General Mathematics, grades 7-8	27.0	1	1
English, grade 9	20.5	2	2
English, grade 10	17.3	3	3
U.S. History, grade 9-12	16.7	4	4
Biology, first year	14.8	5	10
English, grade 11	14.3	6	5
English, grade 7	13.7	7	11
English, grade 8	13.6	8	6
Elementary Algebra	12.6	9	12
General or Fine Art (grades 7, 8, and 9)	11.9	10	7
Health	11.6	11	19
Physical Education, grade 9	11.4	12	20
Driver Education (classroom phase)	10.6	13	28
General Music	10.3	14	8
Typewriting, first-year	10.2	15	17

Four of these courses (first-year typewriting, health, 9th-grade physical education, and the classroom phase of driver education) ranked below 15th in the 1960-61 survey. The most spectacular change in rank was demonstrated in driver education. Four other courses (grade 8 general science, grade 9 general science, grade 7 or 8 U.S. history, and world history) included among the first 15 in the earlier survey have dropped to a lower ranking in the 1970-71 pretest survey.

^{1/} The ranking may not be absolute, because there is a slight discrepancy between the aggregation of reported courses in the two surveys.

Some of the greatest increases in the number of courses offered were noted in English language arts and social sciences. An examination of the titles of the courses reported indicates that many of the new courses are intended to offer pupils a choice of studies and answer their contentions that the school curriculum is not relevant to their daily lives and concerns.

The pretest further reveals a trend toward substitution of specific courses for traditional combination offerings, particularly at the upper high school levels. For example, while enrollment in grades 9-12 world history dropped from 12.5 percent of total enrollment in 1960-61 to 9.2 percent in 1970-71, more particularized courses such as world cultures, Asian and African studies, and anthropology have replaced it in the current curriculum. Enrollment in these more specialized courses more than offset the decrease in enrollment in world history. In 1960-61, American literature was considered to be a component of 11th-grade English, and was so shown in the published survey. The 1970-71 data show American literature now to be an individual course in its own right, in which 6.7 percent of all secondary school pupils enroll. At the same time, enrollment in traditional 11th-grade English declined slightly, indicating that the emphasis is no longer placed on covering all facets of the English language arts in a single course. Instead, pupils enroll in separate composition, literature, and reading classes, as their individual abilities, needs, and interests dictate.

A sampling of advanced high school courses reported with greater frequency than in the preceding survey is shown below. The estimated percentages of schools offering the course and pupils enrolled in each are indicated for both 1960-61 and 1970-71. As a number of the reported courses have been aggregated for this presentation on the basis of frequency of occurrence in the pretest, many cannot be compared by course title alone because the 1960-61 courses were aggregated on a different basis. However, the following examples of courses are comparable in scope for the two surveys:

<u>Course title</u>	<u>Percent of schools offering</u>		<u>Percent of enrollment</u>	
	<u>1960-61</u>	<u>1970-71</u>	<u>1960-61</u>	<u>1970-71</u>
Advanced English	1.4	15.3	0.1	1.8
Creative Writing	3.7	16.4	.3	1.5
Music Theory and Harmony	5.4	13.1	.3	.4
Psychology	10.4	22.0	1.2	2.8
Sociology	19.5	33.2	2.5	4.3
Spanish IV	3.8	15.6	.1	.3

Course Offerings Reflecting Current Interests

In the late 1950's, in consequence of the Soviet Union's launching of the first Sputnik, school authorities in the United States began to place greater emphasis on improving the mathematics and natural science curriculums of this Nation's schools. Under the sponsorship of the National Science Foundation, new methods of instruction such as SMSG (School Mathematics Study Group) mathematics and BSCS (Biological Sciences Curriculum Study) biology were developed. Such courses were reported in the 1960-61 survey, though not published separately. During the decade of the 1960's, the environmental and social problems of this country seized public attention. The response of the schools to this new concern is shown in the increased number of courses currently offered.

This concern with the environment and its protection was reflected in new courses entitled Environmental Problems, Ecology, and Environmental Sciences, with 5.5 percent of the schools offering at least one of these courses. In addition, the percent of schools offering earth science increased from 5.2 in 1961-62 to 29.8 in 1970-71. The pretest study did not measure the extent to which schools also offer environmental education as individual units within traditional natural or social science courses.

The more specialized social science areas received greater attention in the 1970-71 high school curriculum than in the earlier survey periods. The percent of schools offering economics, psychology, and sociology courses, as well as enrollments in these courses, nearly doubled during the past 10 years. Current events, as a separate course, was being taught in nearly 15 percent of the secondary schools, compared with less than 1 percent of the schools in 1960-61. Other courses dealing with social issues were also introduced; 3.6 percent of the schools were teaching a specific course in black history, and 5.7 percent of the schools were offering courses in Asian and African studies.

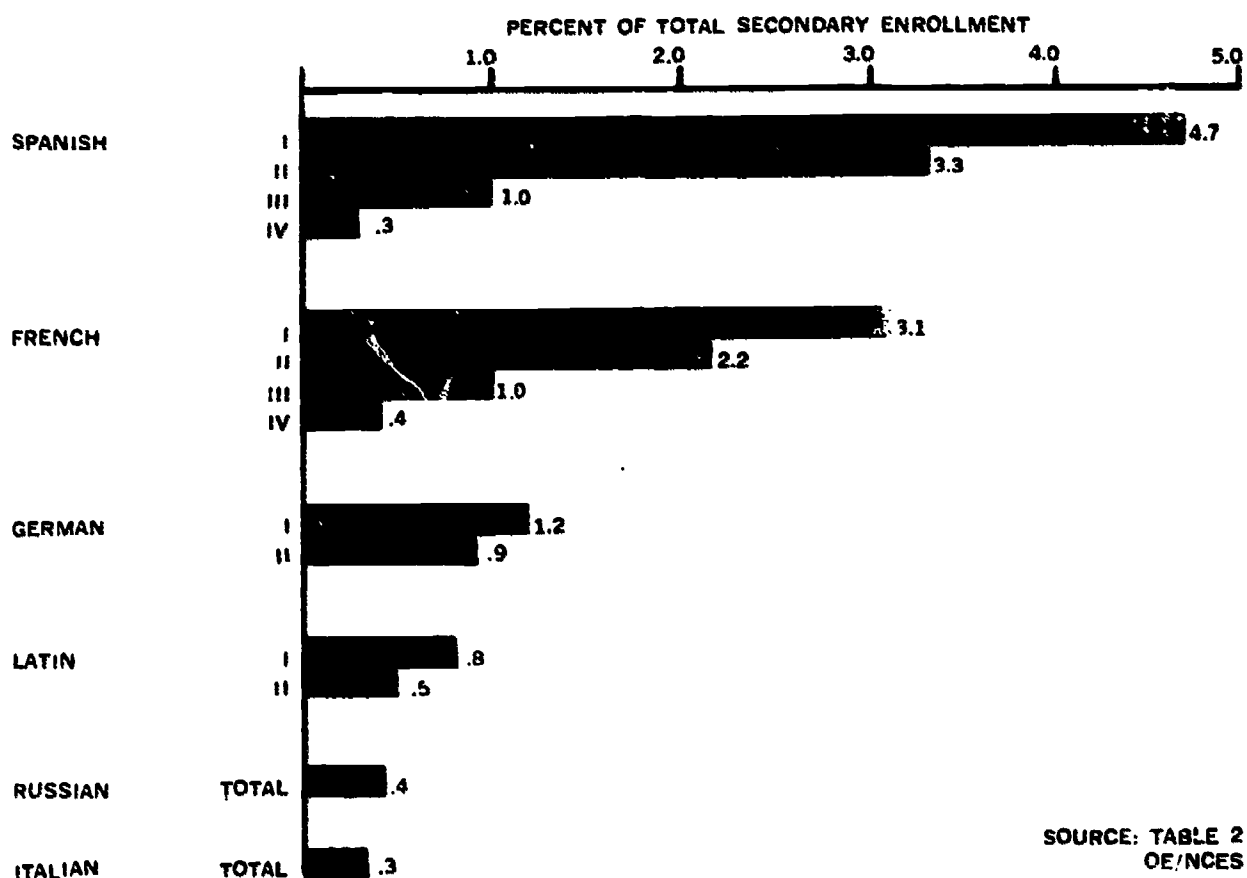
In English language arts, the introduction of new courses in black literature, religious literature, 20th-century literature, mass communications, and radio/TV/film indicate that the current concerns of pupils are being explored. These titles have not been shown separately in table 2, but have been included under the titles of other literature or speech.

Foreign Languages

The 1960-61 survey showed that Latin as a foreign language offering had been on the decline since 1948-49. However, in 1960-61, equally as many schools were teaching Latin I as were teaching the first year of the modern foreign languages of French and Spanish--about 35 percent each. The 1970-71 data showed less than 20 percent of the schools offering Latin I, while nearly 50 percent offered French I and a similar percent offered Spanish I. Even first-year German surpassed Latin, with 22.5 percent of the schools offering the course, an increase from 9.3 percent of schools in the 1960-61 survey. Although enrollments in Russian and Italian language courses are still very small, the number of schools teaching those languages more than doubled during the 10-year period between surveys.

Responses to the survey showed more pupils took the first 2 years of Spanish than took the first 2 years of French. In fact, the percentages of enrollment in second-year Spanish and first-year French were almost equal (3.3 and 3.1 percent, respectively). Enrollment in German increased from 1.3 percent of pupils in 1960-61 to 3.1 percent in 1970-71.

Figure 2.—Percent of secondary pupils enrolled in selected foreign language courses: United States, 1970-71



Career Training

In 1970-71, 9.1 percent of the pupils enrolled in regular secondary schools were registered in occupational programs, as defined in State plans for vocational and technical education. About half of these pupils were preparing for agricultural or trades and industrial occupations by means of organized programs. Such programs usually involve a cluster of courses, require more than one school year to complete, and are aimed at proficiency in a specific nonprofessional job. In addition to enrollment in programs, there was the more traditional type of vocational training where a pupil might enroll in one or more individual courses, but not in an organized program. In the latter case, he was reported as enrolled in a course lasting 1 year or less in the trades and industry, business, home economics, or agriculture subject area.

As reported in the recent survey, enrollment in organized occupational programs represented 62.2 percent of total enrollment in the agriculture area and 36.1 percent of total enrollment in the vocational trades and industrial studies area. If these percentages seem low, considering recent legislative concern with vocational education, note that each of the reported enrollments in an occupational program may represent enrollment in two or more individual courses. In addition to the agriculture and trades and industry areas, another 6.7 percent of secondary pupils were in training for non-professional careers in a variety of other organized occupational programs, such as home economics, office occupations, and distributive education.

A number of high schools now offer training in computer-related skills, mainly in a scattering of individual courses. Although only 0.6 percent of pupils enrolled in computer-oriented courses provided in the business education area, 8.1 percent of the secondary schools offered such courses. An additional 2.6 percent of the schools offered a computer-oriented mathematics course.

Curriculum Trends

Perhaps the most notable general developments in course offerings and enrollments in the past decade have been (1) the greater variety of courses offered, (2) the extent to which advanced or college-level courses are made available to pupils in high school, and (3) the offering of traditionally upper level high school courses to younger pupils, particularly in mathematics and natural sciences.

Another finding of the pretest is that a multiplicity of short courses have been introduced into the curriculum. The average number of courses per pupil rose from 6.4 in 1960-61 to 7.1 in 1970-71. The higher number of courses taken by the average pupil during a school year has undoubtedly been made possible by a lengthened school day and by flexible class scheduling plans in a number of schools.

DESCRIPTION OF TABLES

The printed questionnaire for the 1970-71 survey listed about 800 course titles in 21 subject or occupational areas. Respondents were asked to write in the titles of courses offered by their schools if they were not entirely satisfied that similar content or emphasis was covered by a listed title. As a result, almost a hundred additional course titles were written in by respondents--most of these occurred no more than once or twice. For this report, all courses reported have been aggregated to about 200 titles, as listed in table 2 and appendix B. The aggregation design was based upon frequency of occurrence of course titles in the pretest responses and upon areas of special interest to users of the data. Used in conjunction with the table of standard errors, the inflated data provide an indication of current course offerings and the number of pupils participating in them during the 1970-71 school year.

Table 3 describes the schools in the pretest sample by their size and the grade spans represented. The sample of secondary schools used in the pretest survey was designed to be representative of the enrollment size and State location of public schools. The selection procedure did not provide for proportional representation of each grade span within grades 7 to 12. The resulting group of schools surveyed proved to include an overrepresentation of lower level secondary schools and an underrepresentation of grade-9-to-12 or grade-10-to-12 schools. This random choice of respondents happened to highlight junior high school course offerings at the expense of upper level courses. This imbalance will be righted in the full-scale survey.

The Technical Appendix to this report includes a brief description of the method of arriving at national estimates from the sample data, with summary tables of standard errors. The standard error does not reflect response biases or errors incurred in handling the reported data. Great effort was exerted to keep such errors at a minimum.

Table 1.--Course enrollments in subject areas, and percentage these enrollments are of total pupils enrolled in grades 7 to 12 of public secondary schools: United States, 1948-49, 1960-61, and 1970-71

Subject Area	1970-71 pretest		1960-61		1948-49	
	Number	Percent	Number	Percent	Number	Percent
Total pupils, grades 7-12	18,406,617	100.0	11,732,742	100.0	6,907,833	100.0
English language arts	25,852,165	140.5	12,972,236	110.6	7,098,770	102.8
Health and physical education ^{1/}	22,193,800	120.6	12,081,639	103.0	7,794,671	112.8
Social sciences	19,659,790	106.8	11,802,499	100.1	6,981,980	101.1
Mathematics	14,137,090	76.8	8,596,396	73.3	4,457,987	64.5
Natural sciences	12,772,195	69.4	7,739,877	66.0	4,031,044	58.4
Music	6,559,452	35.6	4,954,347	42.2	2,484,201	36.0
Business education ^{2/}	7,314,194	39.7	4,667,570	39.8	3,186,207	46.1
Industrial arts	5,397,074	29.3	3,361,699	28.7	1,762,242	25.5
Home economics ^{2/}	5,282,850	28.7	2,915,997	24.9	1,693,825	24.5
Foreign languages	4,729,282	25.7	2,576,354	22.0	1,234,544	17.9
Art	4,350,685	23.6	2,383,703	20.3	1,219,693	17.7
Agriculture ^{2/}	789,102	4.3	507,992	4.3	373,395	5.4
Vocational trade and industrial education ^{2/}	1,141,638	6.2	344,704	2.9	369,794	5.4
Distributive education ^{2/}	295,633	1.6	38,363	.3	(3)	(3)
Other ^{2/}	232,736	1.3	106,467	.9	111,053	1.6

^{1/} Includes driver education and ROTC.

^{2/} Includes in 1970-71 occupational programs as well as individual courses. These programs may represent enrollment in 2 or more courses.

^{3/} Not reported separately in 1948-49.

NOTE.--Percentages exceed 100.0 because a pupil may be enrolled in more than one course within a subject area during the school year.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, Subject Offerings and Enrollments in Public Secondary Schools, 1965.

Table 2.--Number and percent of public secondary schools offering specified courses and pupils enrolled in such courses: United States, 1970-71
 [Data estimated from pretest results in 50 States and D.C.]

Subject area and course title	Schools offering courses		Pupils enrolled	
	Number	Percent of total	Number	Percent of total
TOTAL, GRADES 7-12	26,282	100.0	18,406,617	100.0
English language arts				
English, grade 7	13,963	53.1	2,528,456	13.7
English, grade 8	15,108	57.5	2,499,366	13.6
English, grade 9	20,279	77.2	3,779,138	20.5
English, grade 10	18,035	68.6	3,176,204	17.3
English, grade 11	17,026	64.8	2,635,343	14.3
English, grade 12	15,651	59.6	1,717,153	9.3
Advanced English	4,020	15.3	323,371	1.8
Remedial English	4,142	15.8	201,406	1.1
American literature	7,499	28.5	1,227,579	6.7
English literature	5,996	22.8	717,957	3.9
Other literature	4,910	18.7	1,155,583	6.3
Developmental reading	4,860	18.5	714,804	3.9
General reading	4,033	15.3	698,165	3.8
Remedial reading	7,154	27.2	1,191,939	6.5
Composition	4,509	17.2	1,005,906	5.5
Creative writing	4,315	16.4	282,092	1.5
Journalism	8,938	34.0	288,218	1.6
Acting	796	3.0	59,043	.3
Introduction to theatre/drama	4,919	18.7	252,282	1.4
Other drama	3,216	12.2	127,806	.7
Speech	13,700	52.1	886,525	4.8
Library and media practices	2,361	9.0	170,089	.9
Linguistics	1,317	5.0	170,981	.9
Other English language arts	523	2.0	42,659	.2
Foreign languages				
English as a foreign language	541	2.1	16,626	.1
Latin, grades 7 and 8	442	1.7	21,498	.1
Latin, 1st year	4,909	18.7	141,861	.8
Latin, 2d year	4,785	18.2	86,277	.5
Other Latin	2,184	8.3	25,476	.1
French, grade 7	2,693	10.2	128,144	.7
French, grade 8	3,004	11.4	166,275	.9
French, 1st year	12,658	48.2	568,093	3.1
French, 2d year	10,596	40.3	406,928	2.2
French, 3d year	6,836	26.0	186,613	1.0
French, 4th year	4,290	16.3	77,558	.4

Table 2.--Number and percent of public secondary schools offering specified courses and pupils enrolled in such courses: United States, 1970-71--Continued

Subject area and course title	Schools offering courses		Pupils enrolled	
	Number	Percent of total	Number	Percent of total
Other French	998	3.8	28,480	0.2
German, grades 7 and 8	854	3.2	110,901	.6
German, 1st year	5,926	22.5	227,383	1.2
German, 2d year	5,087	19.4	161,821	.9
Other German	2,359	9.0	60,689	.3
Spanish, grade 7	3,166	12.0	198,636	1.1
Spanish, grade 8	3,573	13.6	220,279	1.2
Spanish, 1st year	12,716	48.4	865,544	4.7
Spanish, 2d year	10,659	40.6	575,461	3.1
Spanish, 3d year	6,726	25.6	182,867	1.0
Spanish, 4th year	4,107	15.6	52,356	.3
Other Spanish	804	3.1	14,089	.1
Italian	458	1.7	50,557	.3
Russian	1,026	3.9	67,828	.4
Other foreign language	516	2.0	87,042	.5
<u>Social sciences</u>				
U.S. history, grade 7-8	9,365	35.6	1,705,285	9.3
U.S. history, grade 9-12	14,768	56.2	3,064,401	16.7
World history, grade 7-8	2,614	9.9	435,525	2.4
World history, grade 9-12	13,597	51.7	1,699,041	9.2
State history, grade 7-8	5,797	22.1	850,197	4.6
State history, grade 9-12	3,036	11.6	292,775	1.6
American history and world backgrounds	3,656	13.9	568,527	3.1
Black history (U.S.)	937	3.6	136,668	.7
Other history	4,408	16.8	565,673	3.6
American studies	1,579	6.0	269,435	1.5
Asian and African studies	1,488	5.7	269,855	1.5
World cultures	1,289	4.9	346,293	1.9
Geography, grade 7-8	3,460	13.2	771,069	4.2
Human or cultural geography	1,453	5.5	165,442	.9
World or global geography	9,880	37.6	1,028,461	5.6
U.S. government	11,768	44.8	1,643,202	8.9
Community civics	5,492	20.9	615,034	3.3
Current events	3,834	14.6	305,098	1.7
Problems of democracy	3,729	14.2	227,488	1.2
Other political science	2,170	8.3	168,886	.9
Social studies, grade 7	3,859	14.7	628,621	3.4
Social studies, grade 8	4,147	15.8	804,133	4.4
Social studies, grade 9	1,800	6.8	319,670	1.7
Anthropology	891	3.4	130,351	.7
Economics	10,296	39.2	782,923	4.3
Environmental problems	181	.7	8,844	.1
Psychology	5,779	22.0	508,792	2.8
Sociology	8,734	33.2	797,533	4.3
All other social sciences	4,358	16.6	459,568	2.5

Table 2.--Number and percent of public secondary schools offering specified courses and pupils enrolled in such courses: United States, 1970-71--Continued

Subject area and course title	Schools offering courses		Pupils enrolled	
	Number	Percent of total	Number	Percent of total
Mathematics				
General math, grades 7 and 8	15,234	58.0	4,962,271	27.0
Elementary general math	14,167	53.9	1,612,174	8.8
Advanced general math	9,384	35.7	981,846	5.3
Remedial math	5,207	19.8	248,331	1.4
Elementary algebra	18,335	69.8	2,325,976	12.6
Intermediate algebra	14,489	55.1	1,220,227	6.6
Advanced algebra	8,491	32.3	366,857	2.0
Plane geometry	13,809	52.5	1,105,165	6.0
Solid geometry	1,733	6.6	72,586	.4
Integrated plane and solid geometry	3,330	12.7	358,193	2.0
Trigonometry	3,930	15.0	151,214	.8
Integrated algebra and trigonometry	4,193	16.0	219,469	1.2
Calculus	2,368	9.0	40,163	.2
Computer mathematics	686	2.6	14,364	.1
Advanced mathematics	8,301	31.6	249,633	1.4
All other mathematics	2,645	10.1	208,621	1.1
Natural sciences				
General science, grade 7	10,510	40.0	1,496,703	8.1
General science, grade 8	10,127	38.5	1,455,262	7.9
General science, grades 9-12	11,863	45.1	1,700,341	9.2
Biology, 1st year	18,335	69.8	2,729,306	14.8
Biology, 2d year	4,220	16.1	182,633	1.0
Applied biology	564	2.1	49,661	.3
Ecology	439	1.7	48,802	.3
Environmental science	700	2.7	57,138	.3
Life science	1,109	4.2	242,721	1.3
All other biology	4,191	15.9	357,183	1.9
Chemistry, 1st year	16,445	62.6	1,112,222	6.0
Physics, 1st year	14,453	55.0	610,368	3.3
Physical science, 1st year	9,498	36.1	1,186,856	6.5
Earth science	7,833	29.8	1,101,036	6.0
All other physical science	5,138	19.5	441,963	2.4
Art				
General or fine art, grade 7-8	1,199	4.6	289,500	1.6
General or fine art I	15,897	60.5	1,907,847	10.3
General or fine art II	10,767	41.0	612,556	3.3
General or fine art III and IV	5,952	22.6	255,085	1.4
Art appreciation/history	2,199	8.4	376,486	2.1
Art studio	1,724	6.6	106,502	.6
Other art	6,172	23.5	805,709	4.4

Table 2.--Number and percent of public secondary schools offering specified courses and pupils enrolled in such courses: United States, 1970-71--Continued

Subject area and course title	Schools offering courses		Pupils enrolled	
	Number	Percent of total	Number	Percent of total
<u>Music</u>				
Band	20,659	78.6	1,785,752	9.7
Instrumental classes	5,040	19.2	300,414	1.6
Other instrumental	7,530	28.7	297,622	1.6
Chorus	16,845	64.1	1,430,945	7.8
Choir	5,693	21.7	427,050	2.3
Glee club	3,900	14.8	258,782	1.4
General music	10,139	38.6	1,899,078	10.3
Theory and harmony	3,450	13.1	66,356	.4
Other music	3,584	13.6	93,453	.5
<u>Health and physical education</u>				
Health and physical education, grade 7	6,595	25.1	1,047,562	5.7
Health and physical education, grade 8	6,707	25.5	991,474	5.4
Health and physical education, grade 9	8,384	31.9	1,326,437	7.2
Health and physical education, grade 10	6,425	24.4	1,143,734	6.2
Health and physical education, grade 11	4,561	17.4	805,097	4.4
Health and physical education, grade 12	4,175	15.9	562,915	3.1
Physical education, grade 7	7,028	26.7	1,299,701	7.1
Physical education, grade 8	7,411	28.2	1,452,224	7.9
Physical education, grade 9	9,746	37.1	2,091,750	11.4
Physical education, grade 10	8,228	31.3	1,532,203	8.3
Physical education, grade 11	7,571	28.8	1,187,742	6.5
Physical education, grade 12	7,740	29.4	995,357	5.4
Health	7,232	27.5	2,130,849	11.6
Health and safety	1,595	6.1	279,411	1.5
Alcohol, drugs, and tobacco	527	2.0	130,016	.7
First aid	423	1.6	109,302	.6
Sex education and family life	431	1.6	58,452	.3
Other health and physical education	4,438	16.9	1,371,722	7.5
<u>Driver education and safety</u>				
Driver education, classroom phase	15,254	58.0	1,955,407	10.6
Driver education, practice phase	13,763	52.4	1,541,950	8.4
Safety	703	2.7	76,745	.4
<u>ROTC</u>				
ROTC	1,137	4.3	103,750	.6
<u>Home economics</u>				
Home economics, grade 7	6,743	25.7	672,548	3.7
Home economics, grade 8	8,485	32.3	697,793	3.8

Table 2.--Number and percent of public secondary schools offering specified courses and pupils enrolled in such courses: United States, 1970-71--Continued

Subject area and course title	Schools offering courses		Pupils enrolled	
	Number	Percent of total	Number	Percent of total
Home economics, 1st year	15,369	58.5	1,242,571	6.8
Home economics, 2d year	11,884	45.2	330,579	1.8
General home economics, other	10,979	41.8	299,486	1.6
Clothing and textiles, 1st year	4,797	18.3	340,156	1.9
Clothing and textiles, 2d year	3,574	13.6	137,211	.8
Clothing and textiles, other	2,997	11.4	76,002	.4
Foods, 1st year	4,909	18.7	361,087	2.0
Foods, 2d year	3,073	11.7	147,820	.8
Child development	2,774	10.6	160,489	.9
Family relations	5,853	22.3	296,919	1.6
Other home economics	5,422	20.6	307,220	1.7
<u>Industrial arts</u>				
General industrial arts, grade 7-8	7,216	27.5	1,200,209	6.5
General industrial arts, 1st year	7,891	30.0	327,321	1.8
Other general industrial arts	4,112	15.6	156,636	.4
Drafting	6,446	24.5	469,630	2.6
General metals	7,898	30.1	522,839	2.8
General woods	9,660	36.8	752,581	4.1
Mechanical drawing	6,294	23.9	517,857	2.8
Auto mechanics	3,466	13.2	144,631	.8
Electricity/electronics	5,020	19.1	247,947	1.4
Graphics	2,594	9.9	153,652	.8
Power mechanics	2,925	11.1	174,854	1.0
Welding	1,459	5.6	56,321	.3
Other industrial arts	8,327	31.7	672,596	3.7
<u>Agriculture</u>				
General agriculture, grade 7-8	940	3.6	41,315	.2
Agriculture I	2,589	9.9	72,522	.4
Agriculture II	1,471	5.6	28,000	.2
Agriculture III and IV	1,288	4.9	36,092	.2
Agricultural mechanics	463	1.8	10,254	.1
Plant/animal science	527	2.0	10,550	.1
Other agriculture	1,337	5.1	99,482	.5
<u>Business</u>				
Bookkeeping, 1st year	14,283	54.3	568,588	3.1
Other bookkeeping	2,867	10.9	54,471	.3
Business arithmetic	7,406	28.2	395,794	2.2
Business law	6,316	24.0	241,076	1.3
Clerical practice	4,530	17.2	227,258	1.2
Computers	2,123	8.1	104,444	.6
General business	10,842	41.3	755,885	4.1
Recordkeeping	2,542	9.7	166,862	.9

Table 2.--Number and percent of public secondary schools offering specified courses and pupils enrolled in such courses: United States, 1970-71--Continued

Subject area and course title	Schools offering courses		Pupils enrolled	
	Number	Percent of total	Number	Percent of total
Secretarial office practices	6,021	22.9	129,886	0.7
Shorthand, 1st year	15,794	60.1	514,157	2.8
Shorthand, 2d year	7,538	28.7	128,114	.7
Typewriting, 1st year	17,433	66.3	1,882,690	10.2
Typewriting, 2d year	12,687	48.3	677,915	3.7
Typewriting, personal	6,133	23.3	422,722	2.3
Other business	10,969	41.7	807,126	4.4
<u>Trades and industry (other than occupational programs)</u>				
Automotive	2,417	9.2	106,980	.6
Carpentry	2,248	8.6	68,712	.4
Miscellaneous construction	1,306	5.0	29,746	.2
Cosmetology	1,113	4.2	37,389	.2
Machine shop	1,577	6.0	43,803	.2
Graphics	1,135	4.3	68,463	.4
Electricity	1,195	4.5	62,109	.3
Electronics	1,188	4.5	42,296	.2
Metal working	1,314	5.0	97,292	.5
Other miscellaneous woods	985	3.7	29,105	.2
Other trades and industry	2,716	10.3	167,343	.9
<u>Interdisciplinary</u>				
Interdisciplinary	2,094	8.0	189,274	1.0
<u>Handicapped programs</u>				
Handicapped (differentialized education)	1,019	3.9	41,864	.2
<u>Occupational programs (2 or more courses)</u>				
Home economics (occupational)	3,135	11.9	212,969	1.2
Agriculture (occupational)	6,867	26.1	490,887	2.7
Office (occupational)	4,853	18.5	237,206	1.3
Distributive education	6,020	22.9	295,633	1.6
Trades and industrial occupations	4,241	16.1	371,837	2.0
Technical education	1,007	3.8	23,727	.1
Health occupations	1,346	5.1	16,563	.1
Handicapped (occupational)	906	3.4	19,735	.1

Table 3.--Number and percent of respondent grade 7-12 public schools, by school size and by grade span: United States, 1970-71

Grade span	All schools		By enrollment size					
			Under 200		200 to 999		1,000 or more	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	261	100.0	53	99.9	147	100.0	61	100.0
7 only	1	.4	1	1.8	0	.0	0	.0
7-8	28	10.7	6	11.3	20	13.6	2	3.3
7-9	44	16.9	1	1.9	28	19.0	15	24.6
7-12	82	31.4	33	62.3	43	29.3	6	9.8
8-9	1	.4	0	.0	1	.7	0	.0
8-12	11	4.2	2	3.7	8	5.4	1	1.6
9-10	1	.4	0	.0	1	.7	0	.0
9-12	67	25.7	9	17.0	36	24.5	22	36.1
10-12	25	9.6	1	1.9	9	6.1	15	24.6
11-12	1	.4	0	.0	1	.7	0	.0

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APPENDIXES

- A. Technical Appendix**
- B. Course Aggregation Design**
- C. Reproduction of Survey Form**

Appendix A

TECHNICAL APPENDIX

Sample Design

The sample for the Pretest Survey of Public and Nonpublic Secondary School Offerings, Enrollments, and Curriculum Practices, 1970-71 was designed to test the survey instrument developed for the 1972-73 survey and the ability of the schools to respond to its requirements. The questionnaire was not intended as a data-collection instrument for that school year; nor was the survey intended to be a basis for estimating nationwide statistics.

The sample of secondary schools used for the pretest was selected from the Office of Education's 1968-69 universe of public and nonpublic elementary and secondary day schools, the most recent base available at the time of selection. The public secondary schools of each State were arranged in size order and a specific number of schools proportionate to the total number in the State was selected according to a random procedure. The minimum number in any State was three schools and the maximum (in Texas) was 12 schools. In this way, 270 public school respondents were chosen. To these were added 25 nonpublic secondary schools selected at random and 10 additional schools known to have innovative curriculums. The last were included to test their ability to respond to the questionnaire format, but their data are not included in the estimates here presented. These estimates are based on responses from the responding 261 of the 270 public schools selected by size in each State. Nonpublic schools were omitted as being too few in number for inflation to national data.

Sampling Reliability of the Estimates

Enrollments and Schools. Since the estimates in this report are based on a sample of schools, they are subject to sampling variability. Tables A and B which follow give approximations to the standard error of the estimate as a percentage of the estimate, a measure known as the coefficient of variation. The standard error is primarily a measure of sampling variability; i.e., of the variations that occur by chance because a sample rather than the population is surveyed. The coefficient of variation (CV) is a similar measure but is applied by multiplying the estimate by the CV to obtain a measure of error. The chances are about two in three that the difference between the survey estimate and the results of a complete census of all schools would be less than this measure of error.

The figures presented in tables A, B, C, and D are approximations to the measures of error of various estimates shown in this report. In order to derive measures of error that would be applicable to a wide variety of items, a number of approximations were required. As a result, the tables of measures of error provide an indication of the order of magnitude of the measure of error for any specific item.

For example, the estimates for general mathematics are 4,962,271 course enrollments and 15,234 schools offering courses. From table A, the CV for enrollment is 12 percent and from table B, the CV for schools is 6 percent. For enrollment, this gives a measure of error of 595,472 pupils ($4,962,271 \times .12$) and for schools this gives a measure of error of 914 schools ($15,234 \times .06$).

Percentage Estimates in the Text. The measures of sampling errors for the percentages given in the analysis section of the text are given in tables C and D in terms of standard errors. The chances are about 68 out of 100 that an estimate from this sample would differ from a complete survey of all schools by less than the standard error. For example, traditional graded English courses represented 63.2 percent of the enrollment in English language arts. The total enrollment, or base, of this percentage is 25,852,165, or approximately 25 million. The percentage in the table closest to 63.1 is 50 percent; therefore, the standard error is about 1.0. This means that there are 68 chances out of 100 that the quoted figure of 63.2 percent is within 1 percent of the figure which would be obtained from a complete enumeration of all schools.

Variations From Sources Other Than Sampling. In addition to sampling variability, the survey estimates are also subject to reporting error and biases in response as well as to processing errors, which would affect a survey of all schools as well as a sample survey. The effects of these are not completely reflected in the measures of sampling reliability just presented. A number of steps, described in the paragraphs that follow, were taken in the survey in an attempt to minimize the impact of such nonsampling error.

School Nonresponse. To the extent to which schools which do not respond in a survey differ from those which do, there is an unknown bias in the estimates for all schools which may be serious if the rate of nonresponse is high. In this survey, a high rate of cooperation from schools was achieved, resulting in a response rate of 97 percent of all public secondary schools canvassed.

Item Nonresponse. To minimize the extent of item nonresponse by schools cooperating in the survey, a number of precautions were taken. As a result, the unanswered items were inconsequential.

Quality of the Reported Data. A number of additional steps were taken to assure that nonsampling errors and respondent biases were kept to a minimum. A careful clerical edit was made of all forms received. This included

telephone verification and occasional referrals to the field staff for personal checkup of questionable responses. As part of the survey design, an onsite followup and authentication of 100 of the respondents was also conducted. This subsample included both responding and nonresponding schools. Constant and detailed liaison between the contractor and the OE project staff was maintained, so that all editing and treatment of questionnaire data were carefully controlled and consistently handled.

Finally, this presentation with its national estimates is confined to those parts of the questionnaire concerned with courses and programs, their enrollments and characteristics. The responses to those sections are considered to be most dependable. Other parts of the form indicated some lack of understanding by a number of respondents and a consequent lack of response consistency. The items eliciting questionable responses have been modified in the survey instrument prepared for the full-scale survey to be made in school year 1972-73.

Table A.--Coefficients of variation for estimates of enrollment (68 chances out of 100)

<u>N</u>	<u>Coefficient of variation</u> (Percent)
10,000	75
20,000	55
40,000	42
60,000	37
100,000	32
150,000	29
200,000	25
300,000	22
500,000	18
1,000,000	15
2,000,000	13
5,000,000	12

Table B.--Coefficients of variation for estimates of number of schools (68 chances out of 100)

<u>N</u>	<u>Coefficient of variation</u> (Percent)
200	76
400	53
600	43
1,000	33
2,500	20
5,000	14
8,000	10
10,000	9
15,000	6
20,000	4
25,000	3

**Table C.--Standard errors of estimated percentages of enrollment
(68 chances out of 100)**

Estimated percentage	Base of percentage				
	1,000,000	5,000,000	10,000,000	20,000,000	25,000,000
2 or 98	1.1	0.6	0.4	0.3	0.3
5 or 95	1.8	1.0	.7	.5	.4
10 or 90	2.8	1.4	1.0	.7	.6
25 or 75	4.4	2.0	1.4	1.0	.9
50	5.1	2.3	1.6	1.1	1.0

**Table D.--Standard errors of estimated percentages of number of schools
(68 chances out of 100)**

Estimated percentage	Base of percentage (26,000)
4 or 96	1.3
6 or 94	1.6
8 or 92	1.8
15 or 85	2.4
20 or 80	2.7
30 or 70	3.1
50	3.3

**Appendix B
COURSE AGGREGATION DESIGN**

ENGLISH LANGUAGE ARTS

Seventh-grade English
 Eighth-grade English
 Ninth-grade English
 Tenth-grade English
 Eleventh-grade English
 Twelfth-grade English
 Advanced English
 College-level English
 Seminar
 Independent study
 Remedial English
 English workshop
 American literature
 English literature
 Other literature
 World literature
 Black literature
 Twentieth-century literature
 Religious literature
 Novel
 Humanities
 Short story
 Poetry
 Mythology
 Other literature by genre
 Bible literature
 Fiction
 Literature
 Developmental reading
 General reading
 Spelling
 Other reading
 Remedial reading
 Composition
 Advanced composition
 Creative writing
 Journalism
 School publications
 Acting
 Introduction to theatre/drama
 Other drama
 Dramatic literature
 Theatre history
 Creative dramatics
 Stagecraft design
 Theatre criticism
 Theatre production
 Playwriting
 Speech
 Debate/forensics
 Speech and public speaking I and II
 Radio/TV/film
 Film
 Oral interpretation of literature
 Mass communication
 Library and media practices
 Linguistics
 English fundamentals
 Grammar
 Language skills
 Other English language arts
 Practical English

FOREIGN LANGUAGES

English as a foreign language
 Latin (grades 7-8)
 Latin (grade 7)
 Latin (grade 8)
 Latin I
 Latin II
 Other Latin
 Latin III
 Latin IV
 Latin V
 Latin VI
 Advanced Latin
 French (grade 7)
 French (grade 8)
 French I
 French II
 French III
 French IV
 Other French
 French V
 French VI
 Advanced French
 German (grades 7-8)
 German (grade 7)
 German (grade 8)
 German I
 German II
 Other German
 German III
 German IV
 German V
 German VI
 Advanced German
 Spanish (grade 7)
 Spanish (grade 8)
 Spanish I
 Spanish II
 Spanish III
 Spanish IV
 Other Spanish
 Spanish V
 Spanish VI
 Advanced Spanish
 Italian
 Italian (grade 7)
 Italian (grade 8)
 Italian I
 Italian II
 Italian III
 Italian IV
 Russian
 Russian (grade 7)
 Russian (grade 8)
 Russian I
 Russian II
 Russian III
 Russian IV
 Russian V
 Russian VI
 Other foreign language
 General foreign language
 Japanese

FOREIGN LANGUAGES -Continued

Other foreign language-Continued

Japanese I
Japanese II
Japanese III
Japanese IV
Portuguese
Portuguese I
Greek

SOCIAL SCIENCES

U.S. history (grade 7-8)
U.S. history (grade 9-12)
 American history
World history (grade 7-8)
World history (grade 9-12)
 Western civilization
State history (grade 7-8)
State history (grade 9-12)
American history and world backgrounds
Black history, U.S.
Other history
 Ancient-medieval history
 Latin-American history
 Latin-American area studies
 Modern European history
 Non-Western civilization
 Oriental history
 Eastern hemisphere
 Bible history
 Independent study
 Industrial history
 Northwest history
 Pacific Ocean area studies
 Russian history
 European history
 Middle Eastern area studies
 Modern history
 European area studies
 Russian area studies
 Local history
 Advanced history
American studies
 American area studies
Asian and African area studies
 African area studies
 African history
 Asian area studies
 Asian history
 Oriental area studies
World cultures
World civilization
Geography (grade 7-8)
Human or cultural geography
 Economic geography
World or global geography
 Physical geography
 Regional geography
U.S. government
 American government
 Basic American law
 U.S. Constitution
 Government
Community civics
Current events
 International relations
 Contemporary world affairs
Problems of democracy

Other political science
 Advanced political science
 Comparative systems
 Contemporary civilization
 Political theory
 State government
 Contemporary American problems
Social Studies (grade 7)
Social Studies (grade 8)
Social Studies (grade 9)
Anthropology
 Cultural changes
 Cultural psychology
Economics
 Consumer economics
 Consumer education
 Economic problems
Environmental problems
Psychology
Sociology
 Social problems
 Racial and minority studies
Other social sciences
 Comparative religion
 Conservation
 Human relations
 Intergroup relations
 Philosophy
 Advanced social science
 Interdisciplinary social studies
Occupations
Social studies (grade 10-12)
Other social sciences
Humanities
 Geography
 Political science
 Independent study
 Community development
 Other cultural anthropology

MATHEMATICS

General mathematics (grades 7-8)
General mathematics (grade 7)
General mathematics (grade 8)
School Mathematics Study Group (grade 7-8)
University of Illinois Committee on School Mathematics (grade 8)
Elementary general mathematics
Advances general mathematics
Remedial mathematics
 Remedial mathematics (grade 7-8)
 Remedial mathematics (grade 9-12)
Elementary algebra
 School Mathematics Study Group (grade 9)
 University of Illinois Committee on School Mathematics (grade 9)
Intermediate algebra
 University of Illinois Committee on School Mathematics (grade 11)
Advanced algebra
Plane geometry
Solid geometry
Integrated plane and solid geometry
 School Mathematics Study Group (grade 10)
 University of Illinois Committee on School Mathematics (grade 10)
Trigonometry
Integrated algebra and trigonometry
 School Mathematics Study Group (grade 11)

MATHEMATICS-Continued

Integrated algebra and trigonometry-Continued
University of Illinois Committee on School
Mathematics (grade 12)

Calculus

Calculus I
Calculus with analytic geometry
School Mathematics Study Group, calculus
Computer mathematics
Advanced mathematics
Algorithms with computations
Introduction to analysis
Elementary functions
Matrix algebra
School Mathematics Study Group (grade 12)

Other mathematics

Analytic geometry
Independent study
Probability and statistics
Applied mathematics
Other geometry
Integrated geometry and trigonometry
Shop mathematics
Business mathematics
Consumer mathematics
Ratios, proportions, percents

NATURAL SCIENCES

General science (grade 7)

General science
General science (grade 8)
General science (grades 9-12)
General science (grade 9)
General science (grade 10-12)

Biology I

Biological Sciences Curriculum Study (blue)
Biological Sciences Curriculum Study (green)
Biological Sciences Curriculum Study (yellow)
Biological Sciences Curriculum Study (special materials)

Biology II

Biological Sciences Curriculum Study (second course)

Applied biology

Ecology
Environmental science
Life science

All other biology

Botany
Physiology
Zoology
Advanced biology
Independent study
Marine biology
Biophysics

Chemistry I

Chemical Bond Approach
CHEM Study

Physics I

Interaction of Matter and Energy
Harvard Project Physics
Physical Science Study Committee

Physical science I

Time, Space, and Matter
Introductory Physical Science

Earth science

Earth-Space Curriculum Project

All other physical science

Chemistry II
Physics II
Physical science II
Aeronautics
Geology
Oceanography
Research seminar
Space science
Advanced chemistry
Independent study chemistry
Electronics
Independent study physics
Applied chemistry
Astronomy
Engineering Concepts Curriculum Project
Intermediate Science Curriculum Study (grade 7)
Intermediate Science Curriculum Study (grade 8)
Astronautics
Other aspects of the physical sciences
Electricity
Earth-space science

ART

General or fine art (grade 7-8)

General or fine art I
General or fine art II
General or fine art III and IV
General or fine art III
General or fine art IV

Advanced art

Art appreciation/history

Art appreciation
Art history

Art studio

Other art

Ceramics
Commercial design
Drawing and painting
Graphics
Metal and jewelry
General crafts
School service art
Sculpture
Photography
Drawing
Fine arts survey

MUSIC

Band

Instrumental classes

Other instrumental

Orchestra
Small ensembles

Chorus

Choir

Glee club

General music

Music appreciation
Humanities
Music literature and/or history
Theory and harmony

Other music

Small vocal ensembles
Composition/counterpoint
Independent study

HEALTH AND PHYSICAL EDUCATION

Health and physical education (grade 7)
Boys
Girls
Health and physical education (grade 8)
Boys
Girls
Health and physical education (grade 9)
Boys
Girls
Health and physical education (grade 10)
Boys
Girls
Health and physical education (grade 11)
Boys
Girls
Health and physical education (grade 12)
Boys
Girls
Physical education (grade 7)
Boys
Girls
Physical education (grade 8)
Boys
Girls
Physical education (grade 9)
Boys
Girls
Physical education (grade 10)
Boys
Girls
Physical education (grade 11)
Boys
Girls
Physical education (grade 12)
Boys
Girls
Health
Health (grade 7-8)
Health (grade 9-12)
Health and safety
Health and safety (grade 7-8)
Health and safety (grade 9-12)
Alcohol, drugs, and tobacco
First aid
Sex education and family life
Other health and physical education
Environmental health
Modern dance
Community health
Health and physical education (no grade breakdown)
Health and physical education (no grade breakdown) (boys)
Health and physical education (no grade breakdown) (girls)
Physical education (no grade breakdown)
Physical education (no grade breakdown) (boys)
Physical education (no grade breakdown) (girls)
Social dance
Adapted physical education
Adapted physical education (boys)
Adapted physical education (girls)
Team sports
Team sports (boys)
Team sports (girls)
Other physical education
Health and physical education

DRIVER EDUCATION AND SAFETY

Driver education (classroom)
Driver education
Driver education (practice)
Safety
Safety (grade 7-8)
Safety (grade 9-12)
Civil defense

ROTC

ROTC
ROTC I
ROTC II
ROTC III
ROTC IV
Other ROTC
Other Army junior ROTC

HOME ECONOMICS

Home economics (grade 7)
Home economics (grade 8)
Home economics I
Homemaking
Home economics II
Other home economics
Home economics III
Home economics IV
Home economics for boys
Clothing and textiles I
Clothing and textiles II
Other clothing and textiles
Clothing and textiles III
Clothing and textiles IV
Foods I
Food management, production, and services
Foods II
Child development
Family relations
Other home economics
Foods III
Foods IV
Consumer education
Family health
Health and home nursing
Home management
Housing and home furnishing
Nutrition
Occupational preparation

INDUSTRIAL ARTS

General industrial arts (grade 7-8)
General industrial arts I
Other general industrial arts
Industrial arts II
Industrial arts III
Industrial arts IV
Drafting
Drafting (grade 7-8)
Drafting (grade 9-12)
Drawing (grade 7-8)
Drawing (grade 9-12)
Drawing
General metals
General metals (grade 7-8)
General metals (grade 9-12)
Metals
Sheet metal

INDUSTRIAL ARTS-Continued**General metals-Continued**

Metal shop
Metal technology

General woods

Woods (grade 7-8)
Woods (grade 9-12)

Mechanical drawing

Mechanical drawing (grade 7-8)
Mechanical drawing (grade 9-12)

Auto mechanics**Electricity/electronics**

Electronics (grade 7-8)
Electronics (grade 9-12)
Electricity/electronics (grade 7-8)
Electricity/electronics (grade 9-12)
Electricity (grade 7-8)
Electricity (grade 9-12)

Graphic arts

Graphic arts (grade 7-8)
Graphic arts (grade 9-12)

Power mechanics

Power mechanics (grade 7-8)
Power mechanics (grade 9-12)

Welding**Other industrial arts**

Art metals
Carpentry
Ceramics
Construction
Home mechanics
Ceramics (grade 7-8)
Ceramics (grade 9-12)
Construction (grade 7-8)
Construction (grade 9-12)
Industrial arts mathematics
Industrial arts science
Industrial technology
Industrial technology (grade 7-8)
Industrial technology (grade 9-12)
Leather
Leather (grade 7-8)
Leather (grade 9-12)
Manufacturing
Manufacturing (grade 7-8)
Manufacturing (grade 9-12)
Photography
Photography (grade 7-8)
Photography (grade 9-12)
Plastics
Plastics (grade 7-8)
Plastics (grade 9-12)
Pre-engineering
Printing
Textiles
Transportation
Aeronautics
Applied shop
Applied shop (grade 7-8)
Applied shop (grade 9-12)
Architectural drawing
Cabinet making
Career orientation
Engineering drawing
Exploratory industrial arts
Industrial arts for girls
Industrial crafts
Industrial crafts (grade 7-8)
Industrial crafts (grade 9-12)

Industrial design**Other industrial arts-Continued**

Industrial materials and processes
Jewelry
Jewelry (grade 7-8)
Jewelry (grade 9-12)
Machines
Manufacturing research
Power/automotive mechanics
Technical illustration
Woods technology
Crafts (grade 7-8)
Crafts (grade 9-12)
Fluid power
Research and development
Industrial materials and processes
Industrial materials
Industrial plastics
Home mechanics (grade 7-8)
Home mechanics (grade 9-12)
Industrial arts mathematics (grade 7-8)
Industrial arts mathematics (grade 9-12)
Surveying

AGRICULTURE

General agriculture (grade 7-8)
Agriculture I
Agriculture II
Agriculture III and IV
Agriculture III
Agriculture IV
Agricultural mechanics
Agricultural electrification
Safe operation of machinery
Agricultural construction and maintenance
Farm mechanics
Plant/animal science
Plant science
Animal science
Other agriculture
Farm business management
Fertilizers
Landscaping
Agriculture products/processing
Ornamental horticulture

BUSINESS

Bookkeeping I
Other bookkeeping
Bookkeeping II
Machine bookkeeping
Bookkeeping III
Business arithmetic
Business law
Clerical practice
Computers
Computer-oriented mathematics
Computer programing
Introduction to data processing
Punch card data processing
Computer operation
Processing equipment operation
General business
Recordkeeping
Secretarial office practice
Shorthand I
Shorthand II
Typewriting I

BUSINESS--Continued

Typewriting II
 Typewriting, personal
 Other business
 Accounting
 Advertising and sales promotion
 Business English
 Business finance
 Business machines
 Consumer economics
 Consumer education
 Economic geography
 Office procedures
 Retailing
 Salesmanship
 Personal shorthand
 Dictation
 Machine shorthand
 Machine transcription
 Marketing
 Speed building (shorthand)
 Typewriting III
 Typewriting IV
 Wholesaling
 Economics
 Business principles
 Business organization and management
 Office practices
 Typewriting production
 Office work experience (co-op)
 Vocational office training (co-op)
 Principles of marketing
 Filing
 Shorthand transcription

TRADES AND INDUSTRY

Automotive
 Auto body and fender mechanics I
 Auto body and fender mechanics II
 Automotive mechanics I
 Automotive mechanics II
 Automotive mechanics III
 Carpentry
 Carpentry I
 Carpentry II
 Miscellaneous construction
 Masonry
 Painting and decoration
 Plumbing and pipefitting
 Structures assembly
 Heavy equipment (construction)
 Construction and maintenance trades
 Cosmetology
 Cosmetology I
 Cosmetology II
 Cosmetology III
 Machine shop
 Machine shop I
 Machine shop II
 Graphics
 Graphics I
 Graphics II
 Printing
 Lithography/photography
 Composition, makeup, and typesetting
 Electricity
 Electricity I
 Electricity II

Electricity--Continued

 Motor repair
 Electrical appliance repair
 Electronics
 Electronics I
 Electronics II
 Radio/television repair
 Metal working
 Foundry
 Machine tool operation
 Sheet metal I
 Sheet metal II
 Welding and cutting I
 Welding and cutting II
 Welding and cutting III
 Metal working I
 Welding and cutting
 Other miscellaneous woods
 Cabinetmaking I
 Cabinetmaking II
 Woodworking I
 Woodworking II
 Woodworking III
 Millwork
 Other trades and industry
 Aircraft operation
 Barbering
 Cook/chef
 Waiter/waitress
 Aviation power plant mechanics
 Dressmaking
 Heating systems
 Motor repair
 Tailoring
 Cooling
 Industrial cooperative training
 Diesel mechanic
 General aviation mechanics
 Small engine repair
 Vocational group guidance
 Quantity food occupations
 Communications
 Drafting
 Drafting occupations
 Architectural drafting
 Aviation occupations
 Upholstering and drapemaking
 Aircraft operation

HANDICAPPED PROGRAMS

Handicapped (differentialized education)
 Interpersonal and behavioral coping skills
 Dexterity skills
 Vocational and avocational skill development
 Vocational information classroom
 Prevocational work experience
 Specialized vocational preparation
 Avocational experience
 General subject matter
 Art
 English
 Home economics
 Mathematics
 Music
 Natural sciences
 Social sciences

OCCUPATIONAL PROGRAMS

Home economics (occupational)

- Care and guidance of children
- Clothing management, production, and services
- Food management, production, and services
- Home furnishings, equipment, and services
- Institutional and home management
- Health services
- Consumer education
- Family relations
- Homemaking
- Foods and nutrition
- Foods II
- Other homemaking
- Other occupational preparation

Agriculture (occupational)

- Agriculture production
- Agriculture supplies/services
- Agriculture mechanics
- Agriculture products/processing
- Ornamental horticulture
- Agriculture resources
- Forestry
- Cooperative agriculture
- General agriculture I
- General agriculture II
- General agriculture III
- General agriculture IV
- Farm business management
- Fertilizer
- Agricultural electrification
- Plant science
- Other agriculture

Office (occupational)

- Accounting and computing
- Business data processing systems
- Filing, office machines, and general office
- Clerical occupations
- Information, communication occupations
- Materials support occupations: Transporting, Storing and recording
- Personnel, training, and related occupations
- Stenographic, secretarial, and related occupations
- Supervisory and administrative management
- Occupations
- Typing and related occupations
- Typist
- Bookkeepers

Distributive education

- Apparel and accessories
- Automotive sales
- Finance and credit
- Food distribution
- Food service
- Distribution I
- Cooperative distribution I
- Distribution II
- Cooperative distribution II
- Advertising service
- General merchandise
- Hardware, building, and form materials
- Hotel and lodging
- Insurance
- Real estate
- Other retail trade
- Home furnishings
- Petroleum
- Retail merchandising

Distributive Education-Continued

- Retailing
- Distribution III
- Trades and industrial occupations
- Air-conditioning
- Appliance repair
- Auto services
- Aviation occupations
- Business machine maintenance
- Construction and maintenance trades
- Custodial services
- Diesel mechanic
- Drafting occupations
- Electrical occupations
- Electronic occupations
- Graphic arts occupations
- Instrument maintenance and repair
- Maritime occupations
- Metal working occupations
- Personal services occupations
- Public services occupations
- Quantity food occupations
- Refrigeration
- Small engine repair
- Leather working
- Woodworking occupations
- Blueprint reading
- Commercial art occupations
- Commercial fishing occupations
- Commercial photography occupations
- Fabric maintenance services
- Foremanship, supervision, and management development
- Metallurgy occupations
- Plastics occupations
- Stationary energy sources occupations
- Carpentry
- Structures assembly
- Drafting I
- Drafting II
- Drafting III
- Cosmetology I
- Cosmetology II
- Cosmetology III
- Electronics I
- Electronics II
- Electronics III
- Machine shop I
- Machine shop II
- Machine shop III
- Welding and cutting I
- Welding and cutting II
- Welding and cutting III
- Automotive mechanics I
- Automotive mechanics II
- Automotive mechanics III
- Printing
- Cosmetology
- Automotive mechanics
- Body and fender mechanics
- Vocational group guidance
- Welding and cutting
- Machine shop
- Masonry
- Millwork
- Painting and decorating
- Industrial cooperative training
- Cooling

OCCUPATIONAL PROGRAMS-Continued

Technical education

Aeronautic technician
Architectural technician
Industrial chemistry technician
Biomedical technician
Computer circuitry technician
Electrical technician
Electromechanical technician
Electronic technician
Environmental technician
Fashion technician
Instrumental technician
Mechanical design and construction technician
Physical science technician
Police science technician

Health occupations

Dental assistant
Dental lab technology
Environmental health assistant
Medical lab assistant
Nursing aide
Occupational therapy assistant
Physical therapy assistant
Practical nursing
X-ray technology
Miscellaneous health occupations education
Handicapped (occupational)
Avocational experience
Prevocational work experience
Specialized vocational preparation
Vocational information-classroom
Vocational and avocational skills development
Interpersonal and behavioral coping skills

Appendix C

REPRODUCTION OF SURVEY FORM

<p style="text-align: center;">DEPARTMENT OF HEALTH, EDUCATION AND WELFARE OFFICE OF EDUCATION WASHINGTON, D.C. 20208</p> <p style="text-align: center;">PRETEST SURVEY OF PUBLIC AND NONPUBLIC SECONDARY SCHOOL OFFERINGS, ENROLLMENTS, AND CURRICULUM PRACTICES, 1970-71</p>	<p style="text-align: center;">THIS SURVEY IS BEING CONDUCTED BY THE U.S. Office of Education National Center for Educational Statistics Elementary and Secondary Surveys Branch Washington, D.C. 20202</p>	<p style="text-align: center;">OMB NO 31-571604 APPROVAL EXPIRES 9-30-71</p> <p style="text-align: right;">DATE DUE</p>																																																																										
<p>PURPOSE OF THE SURVEY</p> <p>This questionnaire is intended to find out what courses and programs are being offered in grades 7 through 12 in secondary schools of the United States and how many pupils are participating in each. In addition, we hope to learn of current trends in the presentation of subject matter and changes in teaching techniques since the last comparable studies were conducted some ten years ago.</p> <p style="text-align: center;">NOTE: Please read instructions carefully before completing this form.</p>																																																																												
<p>INSTRUCTIONS AND DEFINITIONS</p> <p>In this survey, ENROLLMENT means the number of pupils who would be in a class on February 1, 1971 if all pupils were present.</p> <p>SUBJECT AREA is a broad classification of knowledge traditionally used by schools, such as Mathematics, Social Studies, Art, etc. These are preceded by two-digit DE Code Numbers in Part II.</p> <p style="text-align: center;">NOTE: The numbering below is keyed to the questions on the left.</p> <p>3B In a ROTATING WEEKLY SCHEDULE, the time at which each course is scheduled usually varies with the day of the week. Thus, if on Monday, the order of classes is English, Social Studies, Art, Mathematics, Health, and Physical Education, the Tuesday sequence may begin with Social Studies and end with English, the Wednesday sequence may begin with Art and end with Social Studies, etc.</p> <p>3D In modular scheduling, the day is divided into modules of 15 to 40 minutes, with single or multiple modules for specified activities at the different levels or for individual students. FLEXIBLE/MODULAR SCHEDULING reflects the use of class periods of varying lengths to meet specific needs.</p> <p>4A TEAM TEACHING refers to classroom instruction involving two or more teachers who are jointly responsible for planning, instructing, and evaluating a given group of pupils.</p> <p>4B TEACHER AIDS are paid staff members performing activities of a non-teaching nature which are NOT classified as professional educational (score tests, prepare subcurved materials, examine monitorial responsibilities, perform clerical tasks, read themes, etc.).</p> <p>4C INDEPENDENT STUDY/RESEARCH provides specified periods for pupils to work on individual projects under the general management of a teacher-advisor rather than attending regular classes. In some cases this may involve a formal contract or agreement.</p> <p>4D In LARGE AND SMALL GROUP INSTRUCTION, large groups of students attend regularly scheduled instruction (lectures, TV), then meet one or more times in small-group discussions and other more individualized activities.</p> <p>4E TEACHING MACHINES AND OTHER PROGRAMMED INSTRUCTION refers to workbooks, textbooks, or specialized devices programmed to help pupils attain a specified level of performance while progressing at their own pace. The term includes computer-assisted instruction and individually programmed instruction.</p>																																																																												
<p>PART I SCHOOL DATA</p> <p>1. ENROLLMENT RATE INCLUDED IN YOUR SCHOOL</p> <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:5%;">PERCENT</td> <td style="width:5%;">1</td> <td style="width:5%;">2</td> <td style="width:5%;">3</td> <td style="width:5%;">4</td> <td style="width:5%;">5</td> <td style="width:5%;">6</td> <td style="width:5%;">7</td> <td style="width:5%;">8</td> <td style="width:5%;">9</td> <td style="width:5%;">10</td> <td style="width:5%;">11</td> <td style="width:5%;">12</td> </tr> <tr> <td style="text-align: center;">100</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>2. WRITE IN THE TOTAL ENROLLMENT IN EACH OF THE SECONDARY LEVEL GRADES IN YOUR SCHOOL ON JUNE ABOUT FEBRUARY 1, 1971. DO NOT DUPLICATE THE DATA IN ANY OF THE CELLS. ENTER A 0 FOR ANY GRADE WITH NO ENROLLMENT THIS SCHOOL YEAR.</p> <table style="width:100%; border-collapse: collapse;"> <tr> <th rowspan="2">GRADE</th> <th colspan="2">UNGRADED</th> <th rowspan="2">POST GRADUATE</th> </tr> <tr> <th>HANDICAPPED</th> <th>OTHER NAME HANDICAPPED</th> </tr> <tr> <td>9</td> <td></td> <td></td> <td></td> </tr> <tr> <td>10</td> <td></td> <td></td> <td></td> </tr> <tr> <td>11</td> <td></td> <td></td> <td></td> </tr> <tr> <td>12</td> <td></td> <td></td> <td></td> </tr> </table> <p>3. WHAT SYSTEM ARE YOU USING FOR SCHEDULING CLASSES THIS YEAR?</p> <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;"><input type="checkbox"/> A. UNIFORM CLASS PERIODS EACH WEEK</td> <td style="width:25%;"><input type="checkbox"/> B. ROTATING WEEKLY SCHEDULE</td> <td style="width:25%;"><input type="checkbox"/> C. INTERCHANGING SCHEDULES IN ALTERNATE WEEKS</td> <td style="width:25%;"><input type="checkbox"/> D. FLEXIBLE/MODULAR SCHEDULING</td> </tr> <tr> <td><input type="checkbox"/> E. OTHER (Specify)</td> <td></td> <td></td> <td></td> </tr> </table> <p>4. CHECK OFF THE FOLLOWING TEACHING TECHNIQUES ARE IN USE IN YOUR SCHOOL.</p> <table style="width:100%; border-collapse: collapse;"> <tr> <th>TEACHING TECHNIQUES</th> <th>IN USE</th> <th>SUBJECT AREAS</th> </tr> <tr> <td>A. TEAM TEACHING</td> <td></td> <td></td> </tr> <tr> <td>B. USE OF TEACHER AIDS</td> <td></td> <td></td> </tr> <tr> <td>C. INDEPENDENT STUDY/RESEARCH</td> <td></td> <td></td> </tr> <tr> <td>D. LARGE AND SMALL GROUP INSTRUCTION</td> <td></td> <td></td> </tr> <tr> <td>E. TEACHING MACHINES AND OTHER PROGRAMMED INSTRUCTION</td> <td></td> <td></td> </tr> </table>			PERCENT	1	2	3	4	5	6	7	8	9	10	11	12	100													GRADE	UNGRADED		POST GRADUATE	HANDICAPPED	OTHER NAME HANDICAPPED	9				10				11				12				<input type="checkbox"/> A. UNIFORM CLASS PERIODS EACH WEEK	<input type="checkbox"/> B. ROTATING WEEKLY SCHEDULE	<input type="checkbox"/> C. INTERCHANGING SCHEDULES IN ALTERNATE WEEKS	<input type="checkbox"/> D. FLEXIBLE/MODULAR SCHEDULING	<input type="checkbox"/> E. OTHER (Specify)				TEACHING TECHNIQUES	IN USE	SUBJECT AREAS	A. TEAM TEACHING			B. USE OF TEACHER AIDS			C. INDEPENDENT STUDY/RESEARCH			D. LARGE AND SMALL GROUP INSTRUCTION			E. TEACHING MACHINES AND OTHER PROGRAMMED INSTRUCTION		
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Before completing Part II of this form, please review Part III, Enrollment of Pupils in Occupational Programs (page 11), to insure that you do not duplicate enrollment in the two sections. Part II is concerned with those individual courses for which a pupil may register in accordance with the general program of studies (curriculum) which he is following. Part III is concerned only with organized clusters or combinations of courses specifically designed for those pupils declaring their intentions to enter recognized nonprofessional careers or occupations such as those described in the State Plan for Vocational and Technical Education. The enrollment of such pupils in occupational programs is to be reported only in Part III.

EXAMPLE: If a student is involved in an organized Typing and Related Occupations Program he would be counted in Part III. If typewriting forms a unit of this program, he WOULD NOT be counted in the typewriting course in Part II of the form; however, he would be counted in those individual courses which are not a part of his specific occupational program (English grade 11 American History, etc.). The specific course enrollment (First Year Shorthand or Record Keeping) of a pupil in a general or college preparatory curriculum WOULD be counted in Part II exclusively.

**PART II. ENROLLMENT OF PUPILS BY COURSE, GRADES 7 TO 12,
1970-71 SCHOOL YEAR**

PLEASE READ THESE INSTRUCTIONS CAREFULLY BEFORE PROCEEDING TO FILL IN THIS PART OF THE FORM

Exclude data for grades below 7 or above 12, even though they are part of your secondary school. Include college-level courses, if any, taught in grade 12 or below.

Report data for all courses for which credit and/or grades (including pass/fail) are given, but do not report on extracurricular or co-curricular activities. EXTRACURRICULAR activities are school-sponsored activities designed to provide opportunities for pupils to broaden their experience but not requiring participation nor awarding credit.

CORE programs should be omitted here, but entered in Part IV, item B. If this form does not contain a course you offer or if you are not entirely satisfied that similar content is covered by the title printed on the basic list, refer to the supplementary list of course titles printed below each subject area and the OE codes accompanying them. Please use these codes when entering your additional courses, entering both the title and the OE Code Number. If the course you offer does not fit any coded subject title, enter the name you use in the blank space under the appropriate subject area. DO NOT CROSS OUT OR CHANGE any course title printed on the form, if it does not fit your situation, leave it blank and follow the instructions above.

Before making any entry in each area of study, examine all courses on the basic list as well as the alternative list, so that your response most accurately represents the course enrollments in your school, e.g., if you have four sections of elementary algebra, with two following the individual course and two taking the SMSC course, the enrollment for each type should be reported separately.

Report course enrollments in the subject area giving the course in your school. Additional titles for which there is not sufficient space in the particular subject area may be written in the section for "Other Courses" provided at the end of Part II.

For INTERDISCIPLINARY courses involving two or more subject areas, enter data in area 23 at the end of the individual subject area outline, page 12.

Add together the enrollments for all of the classes taught in a given subject and report the enrollment in that course ONLY. In other words, the presence of each pupil in each course should be indicated only once in Part II or Part III of this report. (For purposes of this survey, the Classroom and Practice Driving phases of driver education should be considered as two separate courses.)

Report enrollment for the 1970-71 school year in columns 3, 4, and 5, according to the following scheme:

- a. For FULL-YEAR courses, report in col. 3 the enrollment as of February 1.
- b. For HALF-YEAR courses, add together the enrollments for the first semester (as of term) and the enrollments for the second semester (as of February 1, 1971), and RECORD THE TOTAL in col. 4. If half-year courses are offered in one semester only, enter the total for that semester in col. 4. If your school is on a quarter or trimester system, courses taught for one quarter or one trimester should be counted in this column.
- c. If NINE OR TEN-WEEK courses in a subject are offered several times during the school year total the enrollments for each session, including the current session, as of February 1, 1971, and enter the sum in col. 5. NOTE: This column applies to full courses, not units within a single course.

In responding to col. 6, enter the grade level for which the course is designed. For courses open to any pupil without regard to grade or prerequisite, enter "U" in this space.

Make sure you include data for courses which your pupils are taking at vocational, technical, or other centers. The enrollment in such courses not taught at your school should be preceded by an asterisk. If your school receives pupils from other schools for specified courses, their enrollment should not be counted by your school.

COURSE NUMBER	COURSE TITLE	TOTAL NUMBER OF PUPILS ENROLLED				GRADE PLACE	COURSE TITLE	TOTAL NUMBER OF PUPILS ENROLLED				GRADE PLACE
		Full Year Courses	Half Year Courses	9 to 10 Year Courses	11 to 12 Year Courses			Full Year Courses	Half Year Courses	9 to 10 Year Courses	11 to 12 Year Courses	
05 ENGLISH LANGUAGE ARTS												
000001	GRADE 7											
000002	GRADE 8											
000003	GRADE 9											
000004	GRADE 10											
000005	GRADE 11											
000006	GRADE 12											
000009	ADVANCED ALGEBRA											
000011	REMEDIAL											
000007	SEMINAR											
030100	AMERICAN											
030400	ENGLISH											
030500	WORLD											
030600	BLACK											
010103	DEVELOPMENTAL											
010100	GENERAL											
010105	REMEDIAL											
010200	COMPOSITION											
010201	CREATIVE WRITING											
010202	JOURNALISM											
020102	DEBATE FORENSICS											
020200	DRAMATIC LITERATURE											
020201	INTRODUCTION TO THEATRE DRAMA											
070000	LIBRARY & MEDIA PRACTICES											
020000	LINGUISTICS											
020110	SPEECH & PUBLIC SPEAKING I											
020000	THEATRE HISTORY											
06 FOREIGN LANGUAGES												
020400	GENERAL FOREIGN LANGUAGE											
020700	ENGLISH AS A FOREIGN LANGUAGE											
010501	GRADE 7											
010502	GRADE 8											
010503	1ST YEAR											
010504	2D YEAR											
010505	3D YEAR											
010506	6TH YEAR											
020001	GRADE 7											
020002	GRADE 8											
020003	1ST YEAR											
020004	2D YEAR											
020005	3D YEAR											
020006	6TH YEAR											
LIST OF SUPPLEMENTARY COURSES FOR ENGLISH LANGUAGE ARTS												
040100	Writing											
040200	Parliamentary Procedure											
040300	Penmanship											
040400	Radio-TV Film											
040500	Religious Literature											
040600	Speech & Public Speaking I											
040700	Spelling											
040800	Stagecraft Design											
040900	Theatre Criticism											
041000	Theatre Production											



DE CODE NUMBER	COURSE TITLE	TOTAL NUMBER OF PUPILS ENROLLED					GRADE PLACE	OF CODE NUMBER	COURSE TITLE	TOTAL NUMBER OF PUPILS ENROLLED					GRADE PLACE
		3	4	5	6	7				8	9	10	11	12	
15 SOCIAL SCIENCES-Cont															
07001	GRADE 7 OR 8														
07020	ECONOMIC (commercial)														
07028	HUMAN OR CULTURAL														
07030	PHYSICAL														
07034	POLITICAL														
07040	REGIONAL														
07041	WORLD OR GLOBAL														
11010	AMERICAN GOVERNMENT														
11015	BASIC AMERICAN LAW														
11015	COMMUNITY CIVICS														
11020	CURRENT EVENTS														
11020	INTERNATIONAL RELATIONS														
11010	PROBLEMS OF DEMOCRACY														
11040	U.S. CONSTITUTION														
15001	SOCIAL STUDIES														
15002	GRADE 7														
15003	GRADE 8														
15004	GRADE 9														
01000	ANTHROPOLOGY														
15010	COMMUNITY RELATIONS														
14010	COMPARATIVE RELIGION														
04000	CONSERVATION														
05000	CONSUMER ECONOMICS														
05000	CONSUMER EDUCATION														
05000	ECONOMICS														
04010	ENVIRONMENTAL PROBLEMS														
10000	INTERGROUP RELATIONS														
12000	PHILOSOPHY														
12000	PSYCHOLOGY														
13000	SOCIOLOGY														
16. RELIGION (For religious-affiliated schools only)															
140201	GRADE 7														
140202	GRADE 8														
140203	GRADE 9														
140204	GRADE 10														
140205	GRADE 11														
140206	GRADE 12														
140210	HISTORY OF RELIGION														

LIST OF SUPPLEMENTARY COURSES FOR SOCIAL SCIENCES

080099	Advanced (college-level) History	080098	Independent Study (History)
110099	Advanced (college-level) Political Science	110098	Independent Study (Political Science)
080099	Advanced (college-level) Social Sciences	080078	Independent Study (Social Sciences)
020101	African Area Studies	080903	Industrial History
080706	African History	020400	Interdisciplinary Social Studies
020200	American Area Studies	020106	Latin American Area Studies
080504	American Studies	080200	Local History
020109	Asian & African Area Studies	010201	Man & His World
020102	Asian Area Studies	080103	Northwest History
080705	Asian History	060900	Occupations
080603	Bible History	020110	Oriental Area Studies
110200	Comparative Systems	080707	Pacific Ocean Areas History
110302	Contemporary Civilization	010202	Patterns in Human History (ASCP)
110701	Contemporary Political Thought	110700	Political Theory
110300	Contemporary World Affairs	020108	Russian Area Studies
080704	Eastern Hemisphere	080702	Russian History
080905	Economic History	130900	Social Problems
061000	Economic Problems	110104	State Government
020105	European Area Studies	070410	U.S. Geography
070500	High School Geography Project (HSGP)	020111	Western European Area Studies
140102	History of Religion	010200	World Cultures
110900	Human Relations	080600	World Civilization

DE CODE NUMBER	COURSE TITLE	TOTAL NUMBER OF PUPILS ENROLLED			GRADE PLACE	MENT	USE CODE NUMBER	COURSE TITLE	TOTAL NUMBER OF PUPILS ENROLLED			GRADE PLACE	MENT
		FULL YEAR COURSES	HALF YEAR COURSES	9 OR 10 WEEK COURSES					FULL YEAR COURSES	HALF YEAR COURSES	9 OR 10 WEEK COURSES		
10. RELIGION-4-00													
180211	RELIGION & BIBLE STUDY						000000	INDEPENDENT STUDY					
180212	PHILOSOPHY OF RELIGION						000000	INTEGRATED ALGEBRA & TRIGONOMETRY					
180213	RELIGIOUS ETHICS						130000	INTRODUCTION TO ANALYSIS					
							180000	PROBABILITY & STATISTICS					
							180000	TRIGONOMETRY					
11. MATHEMATICS-4-00													
11. MATHEMATICS													
020007	GRADE 7												
020008	GRADE 8												
110500	GRADE 9-12												
110500	GRADE 9-12												
180100	REMEDIAL MATHEMATICS												
180200	GRADE 7-8												
030100	GRADE 9-12												
030200	ELEMENTARY												
030300	INTERMEDIATE												
	ADVANCED												
	ALGEBRA												
120200	PLANE												
120400	SOLID												
120100	ANALYTIC												
920100	GRADE 7-8												
920200	GRADE 9 (Algebra)												
920300	GRADE 10 (Geometry)												
920400	GRADE 11 (Algebra 3 B 4)												
920500	GRADE 12 (Trigonometry with Applications 1 and 2)												
920600	CALCULUS												
920700	ALGORITHMS WITH COMPUTATIONS												
000059	ADVANCED (algebra-geometry) MATH												
080100	CALCULUS I												
070800	CALCULUS WITH ANALYTIC GEOMETRY												
000000	COMPUTER MATHEMATICS												
000000	ELEMENTARY FUNCTIONS												
12. NATURAL SCIENCES													
010001	GRADE 7												
010002	GRADE 8												
010003	GRADE 9												
010004	GRADES 10-12												
LIST OF SUPPLEMENTARY CODES FOR MATHEMATICS													
060200	Calculus II												
120300	Integrated Plane & Solid Geometry												
900000	Basic Math (I IV)												
910100	GCMP, grade 7 (Linear Cleveland Math Project)												
910200	GCMP, grade 8												
910300	GCMP, grade 9												
910400	GCMP, grade 10												
910500	GCMP, grade 11												
910600	GCMP, grade 12												
930100	SSMCTS, grade 7 (Secondary School Math Curriculum Improvement Study)												
930200	SSMCTS, grade 8												
930300	SSMCTS, grade 9												
030600	Linear Algebra												
030700	Matrix Algebra												
930400	SSMCTS, grade 10												
930500	SSMCTS, grade 11												
930600	SSMCTS, grade 12												
940100	UCISM, grade 7 (University of Illinois Committee on School Math)												
940200	UCISM, grade 8												
940300	UCISM, grade 9												
940400	UCISM, grade 10												
940500	UCISM, grade 11												
940600	UCISM, grade 12												

*School Mathematics Study Group

COURSE NUMBER	COURSE TITLE	COURSE LEVELS			GRADE LEVEL (MIN-MAX)	COURSE NUMBER	COURSE TITLE	COURSE NUMBER	COURSE TITLE
		1ST YEAR	2ND YEAR	3RD YEAR					
13 NATURAL SCIENCES									
020001	1ST YEAR					020001	Advanced Cellular Biology	040101	Independent Study - Chemistry
020002	2ND YEAR					020002	Applied Biology	040102	Advanced Cellular Biology/Physics
020003	3RD YEAR					020003	Biochemistry	040103	Electronics
020004	1ST YEAR					020004	Field Biology	040104	Electronics
020005	2ND YEAR					020005	Independent Study - Biology	040105	Independent Study - Physics
020006	3RD YEAR					020006	Marine Biology	040106	Nuclear Physics
020007	1ST YEAR					020007	Advanced Cellular Chemistry		
<i>(Special curriculum development)</i>									
040101	1ST YEAR					040101	BA Chemistry (Terminal Based Approach)	040101	IPs (Introduction Physical Science)
040102	2ND YEAR					040102	HEM Study Chemistry	040102	IPs grade 11 (Intermediate Science Curriculum Study)
040103	3RD YEAR					040103	HEM (Engineering Concepts Curriculum Physics)	040103	IPs grade 12
040104	1ST YEAR					040104	HPP (Honors Project Physics)	040104	IPs grade 9
040105	2ND YEAR					040105	IMP (Intermediate Matter & Energy)	040105	IPSE (Physical Science Study Committee Physics)
02. ART									
000001	1ST YEAR					000001	GENERAL	000001	ART I
000002	2ND YEAR					000002	GENERAL	000002	ART II
000003	3RD YEAR					000003	GENERAL	000003	ART III
000004	1ST YEAR					000004	ART APPRECIATION	000004	ART IV
010000	1ST YEAR					010000	ART HISTORY		
010100	2ND YEAR					010100	ART HISTORY		
020000	3RD YEAR					020000	ART STUDIO		
020002	1ST YEAR					020002	CERAMICS		
020700	2ND YEAR					020700	COMMERCIAL DESIGN		
020801	3RD YEAR					020801	DRAWING & PAINTING		
020701	1ST YEAR					020701	GRAPHICS		
020801	2ND YEAR					020801	METAL & JEWELRY		

020001-020006 Biological Sciences Curriculum Study

COURSE NUMBER	COURSE TITLE	TOTAL NUMBER OF PUPILS ENROLLED						GRADE PLACE	MENT
		1	2	3	4	5	6		
02 ART - 4.1.1									
LIST OF SUPPLEMENTARY CODES FOR ART									
0210701	Film Making								
0210400	General Crafts								
0200009	Independent Study								
0210700	Photography								
0210200	School Service Art								
0200000	Sculpture								
12 MUSIC									
080100	BAND								
080700	INSTRUMENTAL								
080300	SMALL ENSEMBLES								
080400	INSTRUMENTAL CLASSES								
080500	CHORUS								
080600	CHOIR								
080800	GLEE CLUB								
080300	SMALL ENSEMBLES								
080300	COMPOSITION/COUNTERPOINT								
010000	GENERAL MUSIC								
010050	INDEPENDENT STUDY								
020100	MUSIC APPRECIATION								
030000	THEORY & HARMONY								
03 HEALTH & PHYSICAL EDUCATION									
11020101	GRADE 7								
11020102	GRADE 8								
11020201	GRADE 9								
11020202	GRADE 10								
11020301	GRADE 11								
11020302	GRADE 12								
11020401	HEALTH & PHYSICAL EDUCATION								
11020402	LOBBINED								
11020501	BOYS								
11020502	GIRLS								
11020601	BOYS								
11020602	GIRLS								
11020801	BOYS								
11020802	GIRLS								
03 HEALTH & PHYSICAL EDUCATION - 4.1.1									
03000101	GRADE 7								
03000102	GRADE 8								
03000201	GRADE 9								
03000202	GRADE 10								
03000301	GRADE 11								
03000302	GRADE 12								
03000401	PHYSICAL EDUCATION								
03000402	ADAPTED								
03000501	HEALTH								
03000502	HEALTH & SAFETY								
03000601	ALCOHOL, DRUGS & TOBACCO								
03000602	CREATIVE MOVEMENT								
03000700	ENVIRONMENTAL HEALTH								
03000800	FIRST AID								
03000900	ROCK & ROLL DANCE								
03001000	SEX EDUCATION & FAMILY LIFE								
LIST OF SUPPLEMENTARY CODES FOR HEALTH & PHYSICAL EDUCATION									
03040105	Ballet								
01010000	Community Health								
03040101	Folk Dance								
01120001	Health & Physical Education								
01120002	No Grade Breakdown Boys								
01100500	No Grade Breakdown Girls								
01100500	Mental Health								
04040000	Outdoor Recreation								
03000001	Physical Education								
03000002	No Grade Breakdown Boys								
04000000	Physical Education								
03040103	No Grade Breakdown Girls								
03040103	Recreation								
03040103	Sexual Health								



COURSE NUMBER	COURSE TITLE	TOTAL NUMBER OF PUPILS ENROLLED					GRADE PLACEMENT	COURSE NUMBER	COURSE TITLE	TOTAL NUMBER OF PUPILS ENROLLED					GRADE PLACEMENT
		FULL YEAR COURSES	HALF YEAR COURSES	FULL YEAR COURSES	HALF YEAR COURSES	FULL YEAR COURSES				HALF YEAR COURSES	FULL YEAR COURSES	HALF YEAR COURSES			
21 SAFETY & DRIVER EDUCATION															
01000	DRIVER EDUCATION						01000	FAMILY HEALTH							
02000	SAFETY						01080	FAMILY RELATIONS / 1114							
03000	CIVIL DEFENSE						01100	HEALTH & HOME NURSING							
22 JUNIOR ROTC															
00001	FIRST YEAR						02001	ART METALS							
00002	SECOND YEAR						18010	AUTO MECHANICS							
00003	THIRD YEAR						01030	CARPENTRY							
23 HOME ECONOMICS (GENERAL)															
01001	1ST YEAR						02020	CERAMICS							
01002	2ND YEAR						02021	CONSTRUCTION							
01003	3RD YEAR						02001	CRAFTS							
01004	4TH YEAR						02002	DRAFTING							
01005	SEPARATE COURSE FOR BOYS						03001	ELECTRICITY/ELECTRONICS							
01006	CLOTHING						04001	FLUID POWER							
01007	TEXTILES						12010	GENERAL METALS							
01008	FOODS						14001	GENERAL WOODS							
01009	CHILD DEVELOPMENT						19001								
01010	CONSUMER EDUCATION						19002								

Report the total enrollment for driver education on the ATTACHMENT PHASE. Plans of these pupils are receiving driving experience they should also be included under PRACTICE DRIVING.



COURSE NUMBER	COURSE TITLE	TOTAL NUMBER OF PUPILS ENROLLED					GRADE PLACE	MENT
		1	2	3	4	5		
INDUSTRIAL ARTS - I								
070101	GRAPHIC ARTS							
070102	GRADES 7-8							
070103	GRADES 9-12							
080001	HOME MECHANICS							
080002	GRADES 7-8							
080003	GRADES 9-12							
100001	INDUSTRIAL ARTS MATHEMATICS							
100002	INDUSTRIAL ARTS SCIENCE							
120101	INDUSTRIAL TECHNOLOGY							
120102	INDUSTRIAL ARTS							
020501	LEATHER							
020502	GRADES 7-8							
130101	MANUFACTURING							
130102	MECHANICAL DRAWING							
030701	PHOTOGRAPHY							
030702	PLASTICS							
010101	PRE ENGINEERING							
010102	PRINTING							
140301	POWER MECHANICS							
140302	TENTILES							
140303	TRANSPORTATION							
140501	WELDING							
BT. AGRICULTURE (GENERAL)								
030001	GENERAL AGRICULTURE (grades 7-8)							
030002	SAFE OPERATION OF FARM MACHINERY (grades 7-8)							
CC. BUSINESS								
010001	ACCOUNTING							
020001	ADVERTISING & SALES PROMOTION							
030101	BOOKKEEPING							
030102	1ST YEAR							
030103	2ND YEAR							
030104	MACHINE							
040001	BUSINESS ARITHMETIC							
040002	BUSINESS ENGLISH							
040003	BUSINESS FINANCE							

LIST OF SUPPLEMENTARY COURSES FOR INDUSTRIAL ARTS

COURSE NUMBER	COURSE TITLE	1	2	3	4	5	6
160500	Arithmetic						
060101	Applied Shop grades 7-8						
060102	Applied Shop, grades 9-12						
070100	Architectural Drafting						
140500	Cabinetmaking						
130200	Career Orientation						
030400	Drafting Technology						
010901	Drawing, grades 7-8						
010902	Drawing, grades 9-12						
040101	Electronics, grades 7-8						
040102	Electronics, grades 9-12						
040301	Electronics, grades 7-8						
040302	Electronics, grades 9-12						
090500	Engineering Drawing						
070100	Exploratory Industrial Arts						
060200	Graphic Communications						
020301	Industrial Arts for Adults						
020302	Industrial Arts, grades 7-8						
020303	Industrial Arts, grades 9-12						
030600	Industrial Design						



Code	Industry	Trade Name	Year	Male	Female	Unpaid
17	TRADE INDUSTRY					
170000	UNIFORMS					
170100	UNIFORMS					
170200	UNIFORMS					
170300	UNIFORMS					
170400	UNIFORMS					
170500	UNIFORMS					
170600	UNIFORMS					
170700	UNIFORMS					
170800	UNIFORMS					
170900	UNIFORMS					
171000	UNIFORMS					
171100	UNIFORMS					
171200	UNIFORMS					
171300	UNIFORMS					
171400	UNIFORMS					
171500	UNIFORMS					
171600	UNIFORMS					
171700	UNIFORMS					
171800	UNIFORMS					
171900	UNIFORMS					
172000	UNIFORMS					
172100	UNIFORMS					
172200	UNIFORMS					
172300	UNIFORMS					
172400	UNIFORMS					
172500	UNIFORMS					
172600	UNIFORMS					
172700	UNIFORMS					
172800	UNIFORMS					
172900	UNIFORMS					
173000	UNIFORMS					
173100	UNIFORMS					
173200	UNIFORMS					
173300	UNIFORMS					
173400	UNIFORMS					
173500	UNIFORMS					
173600	UNIFORMS					
173700	UNIFORMS					
173800	UNIFORMS					
173900	UNIFORMS					
174000	UNIFORMS					
174100	UNIFORMS					
174200	UNIFORMS					
174300	UNIFORMS					
174400	UNIFORMS					
174500	UNIFORMS					
174600	UNIFORMS					
174700	UNIFORMS					
174800	UNIFORMS					
174900	UNIFORMS					
175000	UNIFORMS					
175100	UNIFORMS					
175200	UNIFORMS					
175300	UNIFORMS					
175400	UNIFORMS					
175500	UNIFORMS					
175600	UNIFORMS					
175700	UNIFORMS					
175800	UNIFORMS					
175900	UNIFORMS					
176000	UNIFORMS					
176100	UNIFORMS					
176200	UNIFORMS					
176300	UNIFORMS					
176400	UNIFORMS					
176500	UNIFORMS					
176600	UNIFORMS					
176700	UNIFORMS					
176800	UNIFORMS					
176900	UNIFORMS					
177000	UNIFORMS					
177100	UNIFORMS					
177200	UNIFORMS					
177300	UNIFORMS					
177400	UNIFORMS					
177500	UNIFORMS					
177600	UNIFORMS					
177700	UNIFORMS					
177800	UNIFORMS					
177900	UNIFORMS					
178000	UNIFORMS					
178100	UNIFORMS					
178200	UNIFORMS					
178300	UNIFORMS					
178400	UNIFORMS					
178500	UNIFORMS					
178600	UNIFORMS					
178700	UNIFORMS					
178800	UNIFORMS					
178900	UNIFORMS					
179000	UNIFORMS					
179100	UNIFORMS					
179200	UNIFORMS					
179300	UNIFORMS					
179400	UNIFORMS					
179500	UNIFORMS					
179600	UNIFORMS					
179700	UNIFORMS					
179800	UNIFORMS					
179900	UNIFORMS					
180000	UNIFORMS					

LIST OF SUPPLEMENTARY CODES FOR BUSINESS

010300	Bookkeeping, 3d year	340800	Machine Transcription
030400	Bookkeeping, 4th year	270000	Marketing
120000	Business Statistics	350200	Production Typewriting
170500	Computer Operation	340600	Speedwriting (Shorthand)
170600	Computer Processing Equipment Operation	350500	Typewriting, 3d year
140500	Dactation	350600	Typewriting, 4th year
210000	Filing	360000	Wholesaling (General)
340100	Machine Shorthand		



PART III ENROLLMENT OF PUPILS IN OCCUPATIONAL PROGRAMS, GRADES 7-12
1970-71 SCHOOL YEAR

An OCCUPATIONAL PROGRAM is an organized combination or cluster of courses specifically designed for those pupils declaring their intentions to enter recognized nonprofessional careers or occupations such as those described in the State Plan for Vocational and Technical Education. Report here all pupils enrolled in such occupational programs.

Exclude data for any postsecondary (above grade 12) programs your school may offer.

(X) NOT DUPLICATE in Part III any enrollment entered in Part II of this form.

If the programs listed in each subject area of Part III do not contain a program you offer, enter your name for this program in the blank space under the appropriate subject area. DO NOT CROSS OUT OR CHANGE any program title printed on the form.

Make sure you include data for programs in which your pupils are participating at vocational technical or other centers. The enrollment in such programs not taught at your school should be preceded by an asterisk. If your school receives pupils from other schools for specified programs, their enrollment should not be counted by your school.

Enter the total enrollment for a given program (as of February 1, 1971) in column 3.

In column 4, enter the prescribed length of the specific program in terms of weeks.

1	2	3	4	5	6
OE CODE NUMBER	OCCUPATIONAL PROGRAM TITLE	TOTAL ENROLLMENT IN PROGRAM	LENGTH OF PROGRAM (in months)	OCCUPATIONAL PROGRAM TITLE	TOTAL ENROLLMENT IN PROGRAM
00 HOME ECONOMICS (OCCUPATIONAL)					
020100	CARE & GUIDANCE OF CHILDREN				
020200	CLOTHING MANAGEMENT PRODUCTION & SERVICES				
020300	FOOD MANAGEMENT PRODUCTION & SERVICES				
020400	HOME FURNISHINGS EQUIPMENT & SERVICES				
020500	INSTITUTIONAL & HOME MANAGEMENT				
020600	HEALTH SERVICES				
01 AGRICULTURE (OCCUPATIONAL)					
010000	AGRICULTURE PRODUCTION				
020000	AGRICULTURAL SUPPLIES/SERVICES				
030000	AGRICULTURAL MECHANICS				
040000	AGRICULTURE PRODUCTS/PROCESSING				
050000	ORNAMENTAL HORTICULTURE				
060000	AGRICULTURAL RESOURCES				
070000	FORESTRY				
0A DISTRIBUTIVE EDUCATION					
00001	DISTRIBUTION			1ST YEAR	
00004				2D YEAR	
00002	COOPERATIVE DISTRIBUTION			1ST YEAR	
00005				2D YEAR	
01000	ADVERTISING SERVICES				
05000	FOOD DISTRIBUTION				
06000	GENERAL MERCHANDISE				

OE FORM 2330, 3-71

STATE NUMBER	OCCUPATIONAL PROGRAM TITLE	TOTAL ENROLLMENT IN PROGRAM	LENGTH OF PROGRAM (in weeks)	STATE CODE NUMBER	OCCUPATIONAL PROGRAM TITLE	TOTAL ENROLLMENT IN PROGRAM	LENGTH OF PROGRAM (in weeks)
17 TRADES & INDUSTRIAL OCCUPATIONS							
04 DISTRIBUTIVE EDUCATION (1 yr)							
040000	HARDWARE BUILDING & FARM MATERIALS						
110000	HOTEL & COOKING						
130000	INSURABLE						
170000	REAL ESTATE						
200000	SEWAGE STATION MANAGEMENT						
LIST OF SUPPLEMENTARY CODES FOR TRADES & INDUSTRIAL OCCUPATIONS							
050000	Blisprint Reading			050000	Foremanship, Supervision & Management		
070000	Commercial Art (Occupations)			070000	Bookbinding		
080000	Commercial Fishery Occupations			080000	Metallurgy Occupations		
090000	Commercial Photography Occupations			090000	Plastics Occupations		
140000	Fabric Maintenance Services			140000	Stationary Engine, Boiler Occupations		
17 TRADES & INDUSTRIAL OCCUPATIONS							
05 PRELIMINARY CODES FOR DISTRIBUTIVE EDUCATION							
050000	Apparel & Accessories			070000	Food Service		
070000	Automotive Sales			100000	Home Furnishings		
080000	Finance & Credit			140000	Petroleum (Wholesale)		
17 TRADES & INDUSTRIAL OCCUPATIONS							
05 TECHNICAL EDUCATION							
010100	AERONAUTICAL TECHNICIAN			010100	AERONAUTICAL TECHNICIAN		
010200	ARCHITECTURAL TECHNICIAN (Residing (in some cases))			010200	ARCHITECTURAL TECHNICIAN		
020000	HOME LICAL TECHNICIAN			020000	HOME LICAL TECHNICIAN		
011000	COMPUTER CIRCUITRY TECHNICIAN			011000	COMPUTER CIRCUITRY TECHNICIAN		
010700	ELECTRICAL TECHNICIAN			010700	ELECTRICAL TECHNICIAN		
010800	ELECTROMECHANICAL TECHNICIAN			010800	ELECTROMECHANICAL TECHNICIAN		
010900	ELECTRONIC TECHNICIAN			010900	ELECTRONIC TECHNICIAN		
011000	ENVIRONMENTAL TECHNICIAN			011000	ENVIRONMENTAL TECHNICIAN		
020700	FASHION TECHNICIAN			020700	FASHION TECHNICIAN		
010200	INDUSTRIAL CHEMISTRY TECHNICIAN			010200	INDUSTRIAL CHEMISTRY TECHNICIAN		
011200	INSTRUMENTATION TECHNICIAN			011200	INSTRUMENTATION TECHNICIAN		
011300	MECHANICAL DESIGNER & CONSTRUCTION TECHNICIAN			011300	MECHANICAL DESIGNER & CONSTRUCTION TECHNICIAN		
020200	PHYSICAL SCIENCE TECHNICIAN			020200	PHYSICAL SCIENCE TECHNICIAN		
020300	POLICE SCIENCE TECHNICIAN			020300	POLICE SCIENCE TECHNICIAN		
010000	AIR CONDITIONING						
020000	APPLIANCE REPAIR						
030000	AUTOMOTIVE SERVICES						
040000	AVIATION OCCUPATIONS						
050000	BUSINESS MACHINE MAINTENANCE						
100000	CONSTRUCTION & MAINTENANCE TRADES						
110000	CUSTOMER SERVICES						
120000	DIESEL MECHANIC						
130000	DRAFTING OCCUPATIONS						
140000	ELECTRICAL OCCUPATIONS						
150000	ELECTRONIC OCCUPATIONS						
160000	GRAPHIC ARTS OCCUPATIONS						
210000	INSTRUMENTS MAINTENANCE & REPAIR						
220000	MARITIME OCCUPATIONS						
230000	METALWORKING OCCUPATIONS						
240000	PERSONAL SERVICES OCCUPATIONS						
250000	PUBLIC SERVICES OCCUPATIONS						
260000	QUANTITY FOOD OCCUPATIONS						
300000	REFRIGERATION						
310000	SMALL ENGINE REPAIR						
340000	LEATHER WORKING						
800000	WOODWORKING OCCUPATIONS						



B A CORE PROGRAM is an integrated program of classes meeting for a block of time equal to two or more periods and combining or replacing required subjects that would otherwise be taught separately. Characteristically core includes all pupils at a particular level, is guidance-oriented, is problem-oriented with open-ended problems, ignores subject lines and involves pupil-teacher planning within prescribed guidelines. Frequent combinations in core are English, Social Studies and Science. *Some high schools* subject reads.

C Some high schools manage to expand the scope of their subject offerings through alternating certain courses every other year. I.M.U.D.E. pattern where courses are regularly offered less frequently or whenever effective demand is maintained. Alternate year offerings make it possible for pupils to take more courses than the school is able to provide each year though possibly in reverse order. French IV might precede French III or Physics might precede Chemistry. A particular pupil's program but he is able to study all of these during his high school years.

D For purposes of this item, list OMI those projects dealing with subject offerings. Enter an "E" or an "I" after the Name of Project indicating whether it is experimental (E) or innovative (I).
An **EXPERIMENTAL PROJECT** is an attempt to improve or enrich the school program for all pupils or specific groups by the provision of new approaches and or supplementary services and activities. The project is conducted under controlled conditions, with evaluation built into its basic plan.
An **INNOVATIVE PROJECT** is one which changes the basis on which learning has been offered traditionally. It may involve changes in class organization, a new approach to the presentation of subject matter, a shift in methodology, or any departure from usual practice.

B DOES THIS SCHOOL HAVE A CORE PROGRAM? (YES) (NO)

If YES enter the following information for each grade to which it is applicable:

GRADE	SUBJECTS COVERED IN CORE	NUMBER OF PUPILS ENROLLED IN CORE	MINUTES PER DAY	PERIODS PER WEEK	MIN

C DOES YOUR SCHOOL OFFER AN ALTERNATE YEARS COURSE IN WHICH THERE IS NO ENROLLMENT DURING THIS YEAR? (YES) (NO)

If YES include the following information for each alternate year:

COURSE NUMBER	NAME OF COURSE	YEAR LAST TAUGHT	COURSE NUMBER	YEAR TAUGHT THIS YEAR	ALTERNATES WITH

D IS YOUR SCHOOL CURRENTLY PARTICIPATING IN ANY EXPERIMENTAL OR INNOVATIVE PROJECTS WITH RESPECT TO CHANGES IN THE ORGANIZATION OR PRESENTATION OF JUNIOR OR SENIOR HIGH SCHOOL SUBJECTS? (YES) (NO)

If YES provide the following details:

NAME OF PROJECT	GRADE LEVEL	BRIEF DESCRIPTION	SOURCE OF FUNDS	
			FEDERAL	STATE OTHER

1 DOES YOUR SCHOOL PROVIDE FOR THE FOLLOWING? (Check YES or NO)

- 1 COMMUNITY PARTICIPATION IN PLANNING AND OR PRESENTING CLASS PROGRAMS 1 YES 2 NO
 2 SPECIALIZED TUTORING FOR DISADVANTAGED STUDENTS 1 YES 2 NO

2 DOES YOUR SCHOOL MAKE PROVISION FOR 1 ACCELERATION OR 2 ENRICHMENT FOR PARTICULAR GROUPS OF PUPILS? (Check one or more)

3 IF ACCELERATION

4 DO YOU MAKE PROVISION FOR ANY OF THE FOLLOWING? (Check all that apply)

- 1 YES 2 NO
 // YES what are they? 1) 9th-12th courses with 7th and 8th graders enrolled this year
- 1) FIELD TRIPS 7) SPECIAL SUMMER SCHOOL COURSE OFFERING FOR ENRICHMENT OF SCHOOL YEAR PROGRAM
 2) USE OF OUTSIDE SPECIALISTS AVAILABLE IN THE AREA FOR CLASS PRESENTATIONS 8) INDIVIDUAL COUNSELLING
 3) USE OF OUTSIDE SPECIALISTS ON CLOSED CIRCUIT TV 9) COMPUTER ACCESS FOR PUPILS IN MATHEMATICS CLASSES
 10) PROFESSIONAL THEATRICAL OR MUSICAL PRESENTATIONS IN THE SCHOOL 11) COMPUTER ACCESS FOR PUPILS WORKING IN AREAS OTHER THAN MATHEMATICS
 15) SEMINARS FOR SMALL GROUPS PARTICULARLY INTERESTED IN AN AREA OF STUDY 12) SPECIALIZED TUTORING FOR GIFTED STUDENTS
 16) STUDENT PARTICIPATION IN PLANNING CLASS ACTIVITIES

B. DOES THIS SCHOOL OFFER ANY COURSES THAT ARE SHORTER THAN NINE WEEKS?

- 1 YES 2 NO

// YES list the courses and their duration:

NUMBER OF WEEKS

NAME OF COURSE

9 DO YOU HAVE AN HONORS CURRICULUM THAT ALLOWS SUPERIOR PUPILS TO COMPLETE REQUIRED HIGH SCHOOL COURSES IN LESS THAN THE USUAL NUMBER OF YEARS AND

- 1 TAKE ADVANCED PLACEMENT COURSES IN THE 12TH GRADE 1 YES 2 NO
 2 ACHIEVE EARLY ENTRANCE INTO COLLEGE 1 YES 2 NO
 3 OTHER OPTION (Specify)

10 IF YOU PROVIDE FOR ACCELERATION IN OTHER WAYS DESCRIBE YOUR PROGRAM BRIEFLY

C. IF YOU PROVIDE FOR ENRICHMENT IN OTHER WAYS DESCRIBE YOUR PROGRAM BRIEFLY

PART V RESPONDENT'S EVALUATION OF PRETEST QUESTIONNAIRE

1 ARE ALL QUESTIONS ON THIS FORM RELEVANT TO THE CURRENT SITUATION IN YOUR SCHOOL? 1 YES 2 NO (If 'NO' check specific items are irrelevant and why) (Use form number)

2 ARE THE ITEMS WHICH SHOULD BE WORKED MORE CLEARLY? 1 YES 2 NO (If 'YES' which items and what wording would you suggest in no. 3 item)

3 DID YOU FIND THE DEFINITIONS AND INSTRUCTIONS SUFFICIENTLY CLEAR AND ADEQUATE? 1 YES 2 NO (If 'NO' list specific suggestions for their improvement)

4 DOES THE QUESTIONNAIRE ALLOW SUFFICIENT SPACE FOR RESPONSES? 1 YES 2 NO (If 'NO' list by form number those items requiring more space)

5 HOW LONG DID IT TAKE YOU TO COMPLETE THE QUESTIONNAIRE (Indicating starting time for specific item)

MINUTES

6 LIST THE SOURCES FROM WHICH YOU ABSTRACTED THE INFORMATION NECESSARY TO COMPLETE THE QUESTIONNAIRE, SUCH AS INDIVIDUAL PUPIL RECORDS, ANNUAL REPORTS PREPARED FOR YOUR STATE EDUCATION AGENCY, ETC

COMMENTS

PREPARED BY	NAME		POSITION OR TITLE	
	NAME OF SCHOOL		ADDRESS OF SCHOOL (for buld /if Code)	
	TELEPHONE	AREA CODE	NUMBER	DATE
			EXTENSION	

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RELATED NCES PUBLICATIONS

- OE-20005-71 Education Directory, 1970-71; Public School Systems
- OE-20079-70 Preprimary Enrollment, October 1970
- OE-22009-71 Bond Sales for Public School Purposes, 1970-71
- OE-22026-70 Current Expenditures by Local Educational Agencies for Free Public Elementary and Secondary Education, 1969-70
- OE-20007-70 Statistics of Public Elementary and Secondary Day Schools, Fall 1970: Pupils, Teachers, Instruction Rooms, and Expenditures
- OE-20020-68 Statistics of State School Systems, 1967-68
- OE-20191 Statistics of Public and Nonpublic Elementary and Secondary Day Schools, 1963-69
- OE-20121 Directory, Public Elementary and Secondary Schools in Large School Districts, with Enrollment and Staff by Race, Fall 1967
- OE-20112-69 Statistics of Local Public School Systems, Fall 1969: Pupils and Staff
- OE-22027-69 Statistics of Local Public School Systems, 1968-69: Finances
- OE-22028 Finances of Large City School Systems, 1967-68: A Comparative Analysis
- OE-20126-I Directory, Elementary and Secondary Day Schools, 1968-69
- OE-20126-I Volume I, Public, North Atlantic Region
- OE-20126-II Volume II, Public, Great Lakes and Plains Region
- OE-20126-III Volume III, Public, Southeast Region
- OE-20126-IV Volume IV, Public, West and Southwest Region
- OE-20126-V Volume V, Nonpublic
- OE-80073 Vocational Education: Characteristics of Teachers and Students, 1969